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ABSTRACT

This document reports information and lists resources for educating homeless and at-risk populations in Iowa. Organized into 12 sections that are grouped into three areas, the document provides research reports, listings of resources, and policy guidelines. Sections I through III, titled "Homeless Information," contain the following: (1) "Homelessness in Iowa: the 1990 Report" (Drake University, Iowa), which reports a study on the educational needs of the Iowa's homeless students; (2) "Homeless Students: New Rules" (W. Lepley), which outlines state policies; and (3) "Educating Homeless Children and Youth: Problems and Solutions" (Iowa Department of Education). Sections IV through X, "At-Risk Planning Materials," include the following: (4) a description of school-based youth services programs; (5) "Guidelines for Serving At-Risk Students" (Iowa Department of Education); (6) "Inventory of Policies and Practices Related to Student Failure and Dropping Out" (Iowa Department of Education); (7) an outline of activities and services for students needing additional assistance; (8) "Students At-Risk: Planning Worksheet for Educators" (R. E. Morley); (9) "Services (Phase III) for At-Risk Student Populations: Preschool-12" (R. E. Morley and S. Surbaugh); and (10) "At-Risk Populations: Summary of Financial Resources for Program Development" (Iowa Department of Education). Sections XI and XII, "Alternative Programs," contain the following: (11) "Alternative Schools, Programs, and Support Services for Dropouts and Dropout Prevention in Iowa According to School District" (R. E. Morley); and (12) a list of media resources. (JB)

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All of the enclosed materials have been developed utilizing a wide variety of resources at the State agency level. Additional resources will be shared with you as they are developed.

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SECTION I

EXECUTIVE SUMMARY:

ASSESSING THE EDUCATIONAL NEEDS OF IOWA'S HOMELESS

HOMELESSNESS IN IOWA:

THE 1990 REPORT

Assessing the Educational Needs of Iowa's Homeless

A Report Prepared for the State of Iowa
By Drake University
In Cooperation with the Iowa Department of Education
and Other Major State Agencies

February 1991

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HOMELESSNESS IN IOWA: THE 1990 REPORT

During the past decade the problem of homelessness has surfaced as one of the most important issues facing educational and social service agencies. If these agencies are to serve the homeless, persons fitting this category must be identified. However, a continuing problem hampering reliable enumeration is the lack of consensus as to who is to be included as being homeless. In research terms, this problem is two pronged. First, the major categories of homelessness must be established and second, persons who occupy these categories must be identified.

Studies of homelessness in Iowa were completed in 1988 and 1989. These were comprehensive, in that they dealt with a wide range of problems associated with causes of homelessness, programs that are available for the homeless, and perceptions of a variety of issues related to the conditions of homelessness in Iowa.

This report presents data from the 1990 study of the number of homeless persons in Iowa. The 1990 research project has a dual focus. First, it presents data on the numbers and distribution of various categories of homeless and near-homeless individuals in the state of Iowa. Second, the study presents data gathered from educators and social service personnel focusing on information about programs that are available for the education of homeless persons and perceptions about the need for additional programs. The current study goes beyond the 1988-89 studies to include information on homeless migrants and veterans as well as programming available to persons in these categories.

Defining and Counting the Homeless

As noted earlier, an initial difficulty in counting homeless persons rests with achieving agreement on who is to be included in that category. Certainly there is a continuum in the United States, from the wealthiest to the poorest, and the homeless fall at the low end of that continuum. In fact, it has been suggested that the homeless are simply those who "cope least well with poverty." Beyond this generality, little agreement has existed in reference to defining the homeless.

Many studies have confined themselves to the "literal homeless" who sleep in shelters provided for homeless persons, or in private or public places not intended as homes. Other studies have been more inclusive, ranging from inclusion of those on the street and in temporary shelters (Powers and Jaklitsch, 1989) to much more elaborate definitions that make classification as "homeless" contingent on criteria such as a minimum number of days in shelters and on who runs the facilities (Hope and Young, 1986, p. 19). Even more inclusive have been definitions that include individuals who are "doubling-up" - living with relatives or friends out of necessity, and runaway children and youth who have been abandoned or thrown out by their parents or other guardians (Office of Education in Pennsylvania, 1988, p.4), and those who are at risk of losing their shelter and who have no clear alternative (Hoch, 1989). Controversy over appropriate definitions have also focused on narrow questions such as whether women in shelters for battered women should be considered homeless (Peroff, 1987).

Ultimately, it must be recognized that the definition of homelessness used in any study has political consequences. Therefore, homeless advocates support more inclusive definitions that categorize larger numbers of persons as homeless. Others, particularly those connected with governmental agencies that are potentially responsible for funding, are more inclined to support definitions that include among the homeless only those who are on the street. Some who have used the exclusive definitional approach have attempted to exclude persons on the basis of the cause of their homelessness, and on some measure of their willingness to rehabilitate themselves. Those who have adopted the most inclusive approach suggest that all persons who are in need of shelter must be considered homeless and must be assisted.

The McKinney Act Definition

To a large extent, the arbiter of definition for a study such as this is that provided in "The Homeless Assistance Act (U.S. Congress, 1987), Section 103." That act indicates that a homeless person is:

"(1) an individual who lacks a fixed, regular, and adequate nighttime residence; and
(2) an individual who has a nighttime residence that is -

(A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);

(B) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings."

The act specifically excludes from the homeless category those who are incarcerated for violation of law.

Department of Education Definitions

In June 1989, the U.S. Department of Education, in an effort to develop a consistent method for counting homeless children and youth, issued to their Homeless Contact persons in state education departments a set of proposed guidelines for the definition of "homeless". That report starts with the definitions cited above from the Stewart B. McKinney Act. They further clarify categories that *should* and that *should not* be included in a count of homeless children. Those are as follow (U.S. Department of Education, 1989):

Counts of Homeless Children *Should* Include:

- Children in runaway shelters
- Runaway and throwaway children who live on the streets, in abandoned buildings or other facilities unfit for habitation.
- Children who do not have an an adequate home base that serves as a permanent home.
- Children living with family in trailer parks and camping areas because they lack adequate accommodations.
- Children in transitional emergency shelters for whom no alternative immediately exists.
- Children held in a state institution because other alternatives do not exist.
- Sick and abandoned children who would be released if they had some place to go.
- Runaway and throwaway children who live together as a group in suitable shelter, or those who live with friends or relatives.

Counts of Homeless Children Should *Not* Include:

- Children in foster homes.
- Those living in trailer parks on a long term basis, in adequate accommodations.
- Children incarcerated for violation of the law.

- Migrant workers and children living in doubled-up families, as whole classes, should not be considered homeless.

At many points the U.S. Department of Education report suggests that absolute determination of homelessness must be made on a case-by-case basis, and that this guideline is to be applied to all persons in the doubled-up category.

Definitions of Homelessness in the Iowa Studies

The previous studies of homelessness in Iowa (Wright, 1988; Wright and Wright, 1989), employed a continuum conception of poverty. The categories developed for the original 1988 study have been utilized or adapted by other state and local studies (e.g., the collection of data for Illinois as presented in Bradley University, Center for Business and Economic Research, August 1989, p. 18). At one end of the continuum are those who are on the street or otherwise without adequate long-term shelter. Other categories on the continuum classify those who fall only a little further up the poverty continuum, who are not literally homeless, but who are on a day to day basis at risk of becoming homeless. These definitions are consistent with the criteria established by the McKinney act and with guidelines provided recently by the U.S. Department of Education.

The same continuum of homeless categories is used in the present study. The use of a continuum of homelessness allows readers of the study and users of the data in the study to focus on the data that are relevant to their own programmatic needs.

Thus, the following specific definitions of homeless categories are used in this study:

A. **On the Street:** living on the street, without even nominal housing.

B. **Quasi-homeless:** living in make-shift shelter such as cars, tents, abandoned buildings, etc.

C. **Shelters:** living in temporary residence facility for individuals or families (e.g. youth-runaway, family, or abuse shelters, or other shelter facility).

D. **Doubling-up:** children and immediate family have moved in with other relatives or friends; without such arrangement they would be without home or shelter.

E. **Near-Homeless:** without entitlements (e.g. fuel or rent assistance) these families would be homeless.

METHODS OF THE 1990 STUDY

Methods of Data Collection for the 1990 Iowa Study

The research was conducted from September 1990 through the end of December 1990. The primary method used is the "Key Person Survey". For the 1988 study, persons in each of Iowa's 99 counties who occupied positions providing them an opportunity to be knowledgeable about their county's homelessness were initially identified. This positional sample was composed of personnel from the county and regional offices of the Iowa Department of Human Services, the federal Community Action Program, and county General Relief. Additional persons who had a reputation for knowledge about homelessness were identified by these initial contacts and through other sources. A minimum of 3 respondents were identified in each county.

The 1988 study, "The Problem of Homeless Children and Children of Homeless Families in Iowa," utilized a questionnaire that was personally administered to "key informants" throughout the state. In the second year (1989) questionnaires were mailed to all schools in the state, all county and regional offices of the Iowa Department of Human Services, the federal

Community Action Program, General Relief, all offices of law-enforcement (municipal and county), and all identified shelters for homeless persons in the state. The questionnaire requested information about the number and characteristics of homeless persons, as well as about perceptions of cause and severity, and about the development and perceived adequacy of programming for the homeless.

The knowledge gained from the 1988 and the 1989 surveys, as well as the more focused purpose of the current study, determined the sampling procedures used in 1990. The focus of the study was on the educational needs of homeless children and children of homeless families. Additional purposes were to determine how many homeless persons reside in Iowa, to assess awareness of school personnel of the problem, to determine what kinds of programs already are in place, and to prepare school personnel for participation in development and maintenance of an on-going data base on homelessness. On the basis of a very low rate of return of questionnaires mailed to law enforcement offices in 1989, it was determined not to mail to these offices in 1990. An increased concern with the situation of homeless veterans and speculation about Vietnam Veteran involvement in homelessness led to establishing a sample from Veteran Affairs Offices throughout the state. Additionally, there was a focus on migrants and their particular needs.

On the basis of these criteria, questionnaires were sent to (all questionnaires are included in the appendix):

A. **Schools:** every superintendent of a public or private school district who administers grades K through 12 in the state of Iowa, received a questionnaire.

   In order to maximally tap information on the numbers of homeless persons, availability and adequacy of educational programs and ideas for needed programs, as well as to generate greater awareness of relevant issues, it was decided that very extensive questioning of those most involved in the educational process of the state should be involved.

   The Iowa Department of Education provided the names of every school, and corresponding superintendent, in the State of Iowa. Questionnaires were mailed to Superintendents to collect information on every school in the State of Iowa. It was assumed that aggregating data for multiple schools would require less work by the superintendents involved than would completing multiple forms. This resulted in the mailing of 482 separate questionnaires to public school superintendents and 171 to private school administrators. The selection of this population base, superintendents, was different from the 1989 study and may have accounted for a lower response rate. Multiple forms were sent to some superintendents which accounts for the difference between the number of forms sent and the number of existing public schools.

B. **Agencies:** Clearly a potentially important source of information about homelessness is social service agencies charged with administering programs for lower income persons. Questionnaires were sent to all Department of Human Services regional and county directors, Community Action Program regional and county offices, County General Relief offices, and Homeless Outreach Programs. A letter from the principal investigator informed them that questionnaires had been submitted to personnel at both the district and county levels and that they could determine at which level the data needed were most readily available.

C. **Veteran Affairs:** There has been considerable discussion during recent years about the proportion of the homeless population that is made up of veterans, especially the "On the Street" category of homeless veterans from the Vietnam era. Clearly impressionistic evidence does not always coincide with reality and it was decided to ask specific questions about veterans. Each county throughout the state has a Veterans Affairs Office. Sometimes the person occupying this position shares duties with another agency, such as the Community Action Program or General Relief. The list of Veterans Affairs Offices was

provided by the State of Iowa Veterans Coordinating Office and instruments were mailed to each stipulated office.

D. **Shelters:** Shelter staff are the best source of information for numbers and needs of persons staying in shelters and also are likely to be knowledgeable about other issues related to homeless and low income persons. Shelters in the State were identified through several methods. The Iowa Department of Economic Development maintains a list which is supposed to be comprehensive. Additional shelters were identified, however, through the council on Domestic Abuse, through information gained in the 1989 study of homelessness, and through other contacts. These shelters included free "communities" that provide shelter to those in need, Salvation Army Shelters, YMCA and YWCA facilities, shelters run by religious organizations, domestic abuse shelters, shelters for families, shelters for men or for women - literally all possible types of shelter facilities.

A two part questionnaire was sent to the 103 shelters so identified. One part of the instrument requested shelter personnel to keep a record of information about guests who stayed with them during a two week period. They were also asked to respond to a series of questions indicating how typical the two week period had been. The second part of the questionnaire asked questions such as those posed to the key persons in the other sample categories. These included questions about causes of homelessness, the programs for and needs of the homeless in their areas and other attitudinal issues.

Responses to the Surveys

As noted, questionnaires were mailed to four different categories of respondents. Table 1 displays the number of questionnaires mailed, the number returned and the percentage return rate for each category.

TABLE 1

Questionnaires Mailed and Returned by Category

Sample Category	Units Contacted	Units Responding	Percent Responding
School Districts			
Public	482	194	40
Private	171	29	17
Agencies			
Community Action Programs	95	60	63
Department of Human Services	99	56	57
General Relief*	57	30	53
Veterans Affairs	70	17	24
Shelters	103	13	13

* In many cases a single office serves General Relief and Department of Human Services Functions. In those cases responses are classified as DHS.

It is apparent that return rates for all categories were relatively low, much lower than in 1989. Responses were received from 40% of the public schools, somewhat over 60% of the social service agencies, less than 25% of the Veterans Affairs Offices, and only 13% of the shelters. No effort was made to increase these response rates through follow-up techniques.

Procedures for Deriving "Reported" Numbers of Homeless

Reported figures for the homeless were derived using several steps. First, the number reported by respondents (schools, agencies and veterans offices, and shelters) were determined and listed for each county. The procedures of data collection specific to each respondent are described in the following sections, and are essentially the same procedures used in the 1989 report.

Schools - Figures reported by the schools were assumed to be additive. Thus, for each county, children reported by schools as belonging in a specified category were added to derive the total number of children reported homeless by the schools.

Social Service Agencies and Veterans Affairs Offices - Persons reported by social service agencies were assumed to be duplicative. Thus, the highest number reported by a single social service agency or Veterans Office was calculated for each county, under the assumption that each agency reported only persons of whom they were aware, and that those reported by other agencies would be the same persons. Many agencies did not indicate whether the persons reported were children. Where that information was available, it was recorded for each county.

Shelters - The numbers reported by the shelters as being in shelters were treated as additive, and the total number reported for each county is presented.

Second, the numbers reported by each reporting category were examined to derive a reported total number and a reported number of children for each county for each homeless category (e.g., "on the street").

The procedure used is illustrated below for the "On-the-Street" reported category. This table indicates that in 1989 schools in Dubuque County reported 43 children and the agencies reported 15 persons as "On-the-Street". While it is doubtful that all of the children are on the streets without adults, there is no basis either for assuming that the 15 persons reported by the agencies are different than the 43 reported by the schools. Thus, the total figure for Dubuque County "On the Street" is 43, as is the total number of children.

In Linn County in 1989 all respondent categories reported numbers in the "On-the-Strects" category. A social service agency reported a total of 36 persons, of whom 4 were children, and a law-enforcement agency reported 24 persons of whom 12 were children. In deriving totals for Linn County, it was assumed that there were 12 children (as reported by law-enforcement officials) and that there were 32 adults (as reported by the social service agencies: 36-4=32); Thus, 32 adults and 12 children add to a total of 44 persons "On the Streets" in Linn County.

"Cut" from Table 2 of the 1989 full Report -
On the Street Data for Dubuque and Linn Counties

Organization -	School	Agency		Law		Composite	
Reported Age Category -	Children	Total	Children	Total	Children	Total	Children
Co. No. County Name							
31. Dubuque	43	15				43	43
57. Linn	2	36	4	24	12	44	12

REPORT OF THE FINDINGS

Numbers Reported In Various Homeless Categories by Respondents

Numbers Reported as "On the Street," Quasi Homeless," and "In Shelters"

Table 2 provides several types of data for each county. The first column of numbers indicates the 1989 population of each county. This provides a basis for judging the homeless numbers reported. The next three columns provide information on the first three homeless categories, those categories most widely accepted as truly homeless. Finally, the total numbers of homeless and of homeless children reported in these categories is indicated in the "Total" column. The last row, at the bottom of the table, provides totals for each homeless category and for the total column. Numbers reported as "Doubling-up" or "Near Homeless" are presented in Table 3.

TABLE 2

Total Iowans Reported as "On the Streets," "Quasi-Homeless" and "In Shelters" by County - 1990

		County Population	On the Street		Quasi-Homeless		In Shelter		Total	
		Total	Total	Child	Total	Child	Total	Child	Total	Child
01.	Adair	8517	1	1	0	0	•	0	1	1
02.	Adams	5311	1	0	•	•	0	0	1	0
03.	Allamakee	14930	•	•	•	•	•	•	•	•
04.	Appanoose	14329	•	•	8	3	•	•	8	3
05.	Audubon	7616	6	4	•	•	•	•	6	4
06.	Benton	22746	3	3	5	3	3	3	11	9
07.	Black Hawk	124755	2	2	2	2	35	35	39	39
08.	Boone	25452	3	1	•	•	2	0	5	1
09.	Bremer	23348	•	•	•	•	2	0	2	0
10.	Buchanan	21846	•	•	•	•	•	•	•	•
11.	Buena Vista	20141	4	4	0	0	0	0	4	4
12.	Butler	16333	•	•	•	•	•	•	•	•
13.	Calhoun	12125	0	0	0	0	0	0	0	0
14.	Carroll	22446	•	•	•	•	•	•	•	•
15.	Cass	15532	2	0	11	7	•	•	13	7
16.	Cedar	18137	0	•	•	•	2	2	2	2
17.	Cerro Gordo	48198	9	•	•	•	29	27	38	27
18.	Cherokee	14730	•	•	•	•	•	•	•	•
19.	Chickasaw	14329	•	•	•	•	•	•	•	•
20.	Clarke	9018	•	•	3	0	•	•	3	0
21.	Clay	17636	9	1	22	8	7	0	38	9
22.	Clayton	20241	3	3	47	30	•	•	50	33
23.	Clinton	53008	14	14	5	5	17	1	36	20
24.	Crawford	18438	0	0	•	•	•	•	0	0
25.	Dallas	30462	0	0	0	0	16	0	16	0
26.	Davis	8718	•	•	5	0	8	0	13	0
27.	Decatur	8618	•	•	12	0	0	0	12	0
28.	Delaware	18578	•	•	•	•	•	•	•	•
29.	Des Moines	44391	1	0	•	•	5	0	6	0
30.	Dickinson	15331	•	•	•	•	•	•	•	•
31.	Dubuque	91146	•	•	•	•	6	4	6	4
32.	Emmet	11624	4	1	•	•	3	0	7	1
33.	Fayette	22646	•	•	•	•	0	0	0	0
34.	Floyd	18137	6	0	0	0	34	9	40	9
35.	Franklin	11824	0	0	•	•	0	0	0	0

	County	County Population	On the Street		Quasi Homeless		In Shelter		Total	
		Total	Total	Child	Total	Child	Total	Child	Total	Child
36.	Fremont	8818	•	•	22	0	•	•	22	0
37.	Greene	10722	0	0	7	3	•	•	7	3
38.	Grundy	12726	•	•	2	0	•	•	2	0
39.	Guthrie	11023	0	0	1	1	2	2	3	3
40.	Hamilton	16935	0	0	•	•	6	6	6	6
41.	Hancock	12936	•	•	•	•	0	0	0	0
42.	Hardin	19841	0	0	14	12	1	1	15	13
43.	Harrison	15933	•	•	5	0	20	10	25	10
44.	Henry	18838	•	•	•	•	2	0	2	0
45.	Howard	10521	•	•	•	•	5	5	5	5
46.	Humboldt	11323	0	0	2	0	6	6	8	6
47.	Ida	8618	•	•	•	•	3	1	3	1
48.	Iowa	14730	0	0	•	•	0	0	0	0
49.	Jackson	21744	15	1	3	1	30	1	48	3
50.	Jasper	36274	0	0	•	•	•	•	0	0
51.	Jefferson	16734	•	•	•	•	•	•	•	•
52.	Johnson	86877	40	16	88	47	82	36	210	99
53.	Jones	19841	•	•	•	•	•	•	•	•
54.	Keokuk	12025	•	•	•	•	•	•	•	•
55.	Kossuth	19740	•	•	•	•	•	•	•	•
56.	Lee	40483	•	•	•	•	•	•	•	•
57.	Linn	171851	74	9	53	35	120	70	247	114
58.	Louisa	12025	•	•	•	•	45	0	45	0
59.	Lucas	9519	•	•	•	•	•	•	•	•
60.	Lyon	12225	•	•	3	0	3	0	6	0
61.	Madison	12626	0	0	0	0	•	•	0	0
62.	Mahaska	22446	•	•	7	0	0	0	7	0
63.	Marion	30262	•	•	2	1	•	•	2	1
64.	Marshall	39481	•	•	19	9	12	5	31	14
65.	Mills	13427	•	•	•	•	8	0	8	0
66.	Mitchell	11524	•	•	2	0	4	2	6	2
67.	Monona	10421	•	•	•	•	0	0	0	0
68.	Monroe	8417	0	0	10	0	3	2	13	2
69.	Montgomery	12225	1	0	3	1	•	•	4	1
70.	Muscatine	41184	38	15	47	16	•	•	85	31
71.	O'Brien	15632	•	•	•	•	•	•	•	•
72.	Osceola	7616	•	•	82	0	•	•	82	0
73.	Page	17135	3	0	•	•	1	1	4	1
74.	Palo Alto	11123	•	•	2	0	•	•	2	0
75.	Plymouth	24149	•	•	•	•	•	•	•	•
76.	Pocahontas	10321	•	•	•	•	•	•	•	•
77.	Polk	325363	115	60	380	105	695	165	1190	330
78.	Pottawattamie	88180	2	2	4	1	700	500	706	503
79.	Poweshiek	18939	•	•	•	•	1	1	1	1
80.	Ringgold	5411	•	•	•	•	•	•	•	•
81.	Sac	12626	•	•	•	•	•	•	•	•
82.	Scott	155718	196	29	259	137	547	450	1002	616
83.	Shelby	14129	•	•	3	0	•	•	3	0
84.	Sioux	30262	•	•	•	•	4	2	4	2
85.	Story	72047	•	•	•	•	13	8	13	8
86.	Tama	18438	•	•	•	•	6	3	6	3
87.	Taylor	7515	•	•	•	•	0	0	0	0
88.	Union	12926	•	•	•	•	•	•	•	•
89.	Van Buren	8217	1	0	•	•	0	0	1	0
90.	Wapello	36675	57	37	83	58	58	7	198	102

County		County Population	On the Street		Quasi Homeless		In Shelter		Total	
		Total	Total	Child	Total	Child	Total	Child	Total	Child
91.	Warren	36775	•	•	•	•	1	1	1	1
92.	Washington	20141	45	15	30	12	24	14	99	41
93.	Wayne	7115	•	•	•	•	•	•	•	•
94.	Webster	41785	•	•	•	•	43	31	43	31
95.	Winnebago	12816	•	•	•	•	•	•	•	•
96.	Winneshiek	21945	0	0	•	•	20	0	20	0
97.	Woodbury	98702	•	•	•	•	55	25	55	25
98.	Worth	8618	•	•	2	0	4	2	6	2
99.	Wright	14730	•	•	•	•	•	•	•	•
	Total	2,840,001	655	218	1,255	497	2,693	1,438	4,603	2,153

Numbers Reported as "Doubling Up" and "Near Homeless"

Table 3 indicates the population of each county, followed by the total reported numbers of doubled-up persons. The next column, titled "Running Total", provides the total number for each county in the first four categories - "On The Street" through "Doubled-up". The next column indicates reported numbers of "Near Homeless" for each county, and the last indicates the total number reported for all five homeless categories.

TABLE 3

Total Iowans Reported as "Doubling-up" and "Near Homeless" by County - 1990

County		County Population	Doubled-Up		Running Total		Near Homeless		Grand Total	
		Total	Total	Child	Total	Child	Total	Child	Total	Child
01.	Adair	8517	12	8	13	9	45	0	58	9
02.	Adams	5311	8	4	9	4	223	165	232	169
03.	Allamakee	14930	2	2	2	2	•[1]	0	2	2
04.	Appanoose	14329	131	62	139	65	212	206	351	271
05.	Audubon	7616	2	2	8	6	•	•	8	6
06.	Benton	22746	47	32	58	41	4	4	62	45
07.	Black Hawk	124755	94	94	133	133	109	109	242	242
08.	Boone	25452	11	4	16	5	33	23	49	28
09.	Bremer	23348	50	40	52	40	50	40	102	80
10.	Buchanan	21846	•	•	•	•	•	•	•	•
11.	Buena Vista	20141	19	11	23	15	•	•	23	15
12.	Butler	16333	0	0	0	0	•	0	0	0
13.	Calhoun	12125	6	3	6	3	0	0	6	3
14.	Carroll	22446	•	•	•	•	3	3	3	3
15.	Cass	15532	38	27	51	34	81	41	132	75
16.	Cedar	18137	18	16	20	18	22	22	42	40
17.	Cerro Gordo	48198	74	74	112	101	258	258	370	359
18.	Cherokee	14730	•	•	•	•	•	•	•	•
19.	Chickasaw	14329	50	40	50	40	50	40	100	80
20.	Clarke	9018	179	4	182	4	600	94	782	98
21.	Clay	17636	63	17	101	26	216	88	317	114
22.	Clayton	20241	47	29	97	62	401	214	498	276
23.	Clinton	53008	71	71	107	91	418	418	525	509

[1]The symbol "•" has reference to the community not responding.

	County	County Population	Doubled-Up		Running Total		Near Homeless		Grand Total	
		Total	Total	Child	Total	Child	Total	Child	Total	Child
24.	Crawford	18438	80	25	80	25	378	278	458	303
25.	Dallas	30462	91	67	107	67	•	•	107	67
26.	Davis	8718	191	170	204	170	143	143	347	313
27.	Decatur	8618	602	2	614	2	900	0	1514	2
28.	Delaware	18578	7	7	7	7	28	28	35	35
29.	Des Moines	44391	3	3	9	3	24	18	33	21
30.	Dickinson	15331	0	0	0	0	4	0	4	0
31.	Dubuque	91146	7	7	13	11	14	14	27	25
32.	Emmet	11624	200	84	207	85	2	0	209	85
33.	Fayette	22646	•	•	•	•	•	•	•	•
34.	Floyd	18137	39	22	79	31	28	0	107	31
35.	Franklin	11824	5	4	5	4	53	52	58	56
36.	Fremont	8818	7	0	29	0	•	•	29	0
37.	Greene	10722	14	5	21	8	70	68	91	76
38.	Grundy	12726	2	2	4	2	•	•	4	2
39.	Guthrie	11023	21	8	24	11	•	•	24	11
40.	Hamilton	16935	15	13	21	19	7	3	28	22
41.	Hancock	12936	1	1	1	1	•	•	1	1
42.	Hardin	19841	24	18	39	31	70	26	109	57
43.	Harrison	15933	19	6	44	16	•	•	44	16
44.	Henry	18838	29	4	31	4	29	0	60	4
45.	Howard	10521	0	0	5	5	13	2	18	7
46.	Humboldt	11323	39	24	47	30	0	0	47	30
47.	Ida	8618	2	2	5	3	•	•	5	3
48.	Iowa	14730	26	2	26	2	5	3	31	5
49.	Jackson	21744	25	14	73	17	97	28	170	45
50.	Jasper	36274	19	4	19	4	•	•	19	4
51.	Jefferson	16734	2	2	2	2	•	•	2	2
52.	Johnson	86877	382	152	592	251	1430	920	2022	1171
53.	Jones	19841	37	12	37	12	•	•	37	12
54.	Keokuk	12025	•	•	•	•	•	•	•	•
55.	Kossuth	19740	11	7	11	7	10	6	21	13
56.	Lee	40483	21	21	21	21	21	21	42	42
57.	Linn	171851	424	70	671	184	5199	3118	5870	3302
58.	Louisa	12025	60	45	105	45	•	•	105	45
59.	Lucas	9519	652	2	652	2	650	0	1302	2
60.	Lyon	12225	7	3	13	3	3	0	16	3
61.	Madison	12626	36	21	36	21	•	•	36	21
62.	Mahaska	22446	140	110	147	110	140	110	287	220
63.	Marion	30262	27	2	29	3	31	1	60	4
64.	Marshall	39481	100	67	131	81	56	36	187	117
65.	Mills	13427	•	•	8	0	13	8	21	8
66.	Mitchell	11524	24	12	30	14	44	24	74	38
67.	Monona	10421	0	0	0	0	28	28	28	28
68.	Monroe	8417	200	•	213	2	400	0	613	2
69.	Montgomery	12225	43	31	47	32	12	5	59	37
70.	Muscatine	41184	12	5	97	36	131	51	228	87
71.	O'Brien	15632	76	39	76	39	•	0	76	39
72.	Osceola	7616	19	0	101	0	8	•	109	0
73.	Page	17135	6	6	10	7	3	3	13	10
74.	Palo Alto	11123	2	0	4	0	3	0	7	0
75.	Plymouth	24149	4	•	4	•	46	24	50	24
76.	Pocahontas	10321	7	•	7	•	4	4	11	4
77.	Polk	325363	1670	860	2860	1190	17389	7909	20249	9099
78.	Pottawattamie	88180	4	4	710	507	•	•	710	507

County		County Population	Doubled-Up		Running Total		Near Homeless		Grand Total	
		Total	Total	Child	Total	Child	Total	Child	Total	Child
79.	Poweshiek	18939	4	4	5	5	368	355	373	360
80.	Ringgold	5411	60	0	60	0	•	•	60	0
81.	Sac	12626	61	46	61	46	87	62	148	108
82.	Scott	155718	4000	2668	5002	3284	9829	6488	14831	9772
83.	Shelby	14129	11	2	14	2	5	1	19	3
84.	Sioux	30262	22	17	26	19	20	15	46	34
85.	Story	72047	160	16	173	24	100	10	273	34
86.	Tama	18438	32	13	38	16	18	11	56	27
87.	Taylor	7515	36	6	36	6	•	•	36	6
88.	Union	12926	•	•	•	•	•	•	•	•
89.	Van Buren	8217	20	14	21	14	20	20	41	34
90.	Wapello	36675	124	74	322	176	420	200	742	376
91.	Warren	36775	13	8	14	9	22	12	36	21
92.	Washington	20141	51	31	150	72	100	48	250	120
93.	Wayne	7115	200	10	200	10	305	105	505	115
94.	Webster	41785	4	4	47	35	•	•	47	35
95.	Winnebago	12816	•	•	•	•	•	•	•	•
96.	Winneshiek	21945	7	3	27	3	28	18	55	21
97.	Woodbury	98702	25	25	80	50	21	21	101	71
98.	Worth	8618	24	12	30	14	44	24	74	38
99.	Wright	14730	58	58	58	58	5	0	63	58
	Total	2,840,001	11,268	5,516	15,871	7,669	41,603	22,046	57,474	29,715

Comparison of the 1989 and 1990 "Reported Homeless" Figures

Table 4 provides a comparison of the total figures reported in each homeless category for the years 1989 and in 1990.

TABLE 4

Comparison of Numbers Reported in 1989 and 1990 in Each Homeless Category

Year	On the Street		Quasi-Homeless		In Shelters		Doubled-up		Total Homeless	
	Total	Child	Total	Child	Total	Child	Total	Child	Total	Child
1989	709	277	1797	686	2372	1048	10835	6394	15713	8405
1990	655	218	1255	497	2693	1438	11268	5516	15871	7669

Table 5 extends these data to include the category of Near Homeless. Although the total number of reported homeless have increased slightly from 1989 to 1990, the number of homeless children has experienced an overall decline, especially in the reported Doubled-up category. In making interpretations from these data the reader should keep in mind that the measurement of homelessness appears to be an especially dependent on such things as the size of the return rate, changing values, and lack of what might be considered locally to be reliable information.

TABLE 5

Comparison of Numbers Reported in 1989 and 1990 in Each Homeless and Near Homeless Category

Year	On the Street		Quasi-Homeless		In Shelters		Doubled-up		Near Homeless		Grand Total	
	Total	Child	Total	Child	Total	Child	Total	Child	Total	Child	Total	Child
1989	709	277	1797	686	2372	1048	10835	6394	68348	25652	84061	34057
1990	655	218	1255	497	2693	1438	11268	5516	41603	22046	57474	29715

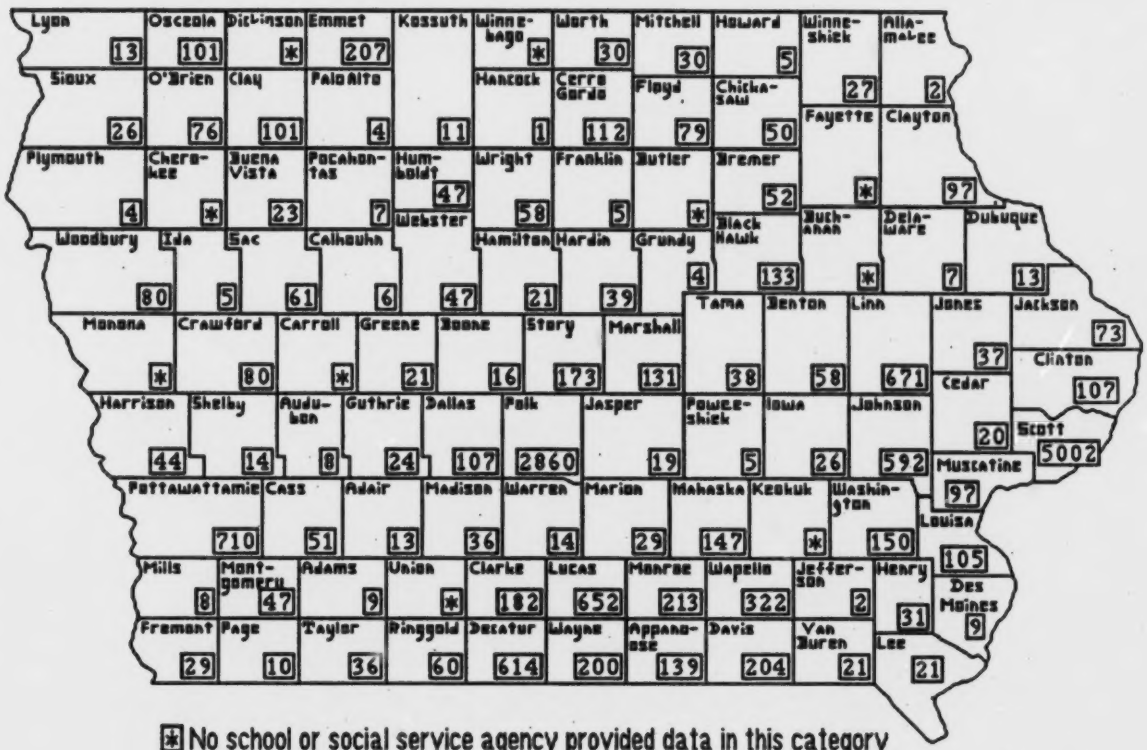
It is clear that in many of the categories fewer persons were reported to be homeless in 1990. It is not clear, however, what this drop in numbers means. There may be a real drop in the numbers who are On the Street and Quasi-Homeless, reflected in part by the increase in numbers reported In Shelters. However, the drop, particularly in the numbers in the Near Homeless category may reflect the lower return rate of responses to the 1990 survey. Information on the Near Homeless, in particular, are derived primarily from social service agencies. About one-third fewer agencies returned questionnaires this year. Another factor that causes variation from 1989 to 1990 may be due to differences in perceptions and interpretations of those who filled out the questionnaires. All of these factors point to the need, as is the case with almost all numeric reports, to interpret the numbers in a broader context of the total issues and goals of the report. This concern will be addressed more fully in the conclusion.

Schematic Presentation of Homeless Data

The following series of maps depict the level of homelessness reported for the various counties. Map I depicts the "Total Homeless Count" which includes all numbers reported to be "on the street, quasi-homeless, sheltered, and doubled-up." These data are identical to those presented in table form, above.

MAP I

1990 Total Homeless Count
(Includes On The Street, Quasi-Homeless, Sheltered, and Doubling-Up)



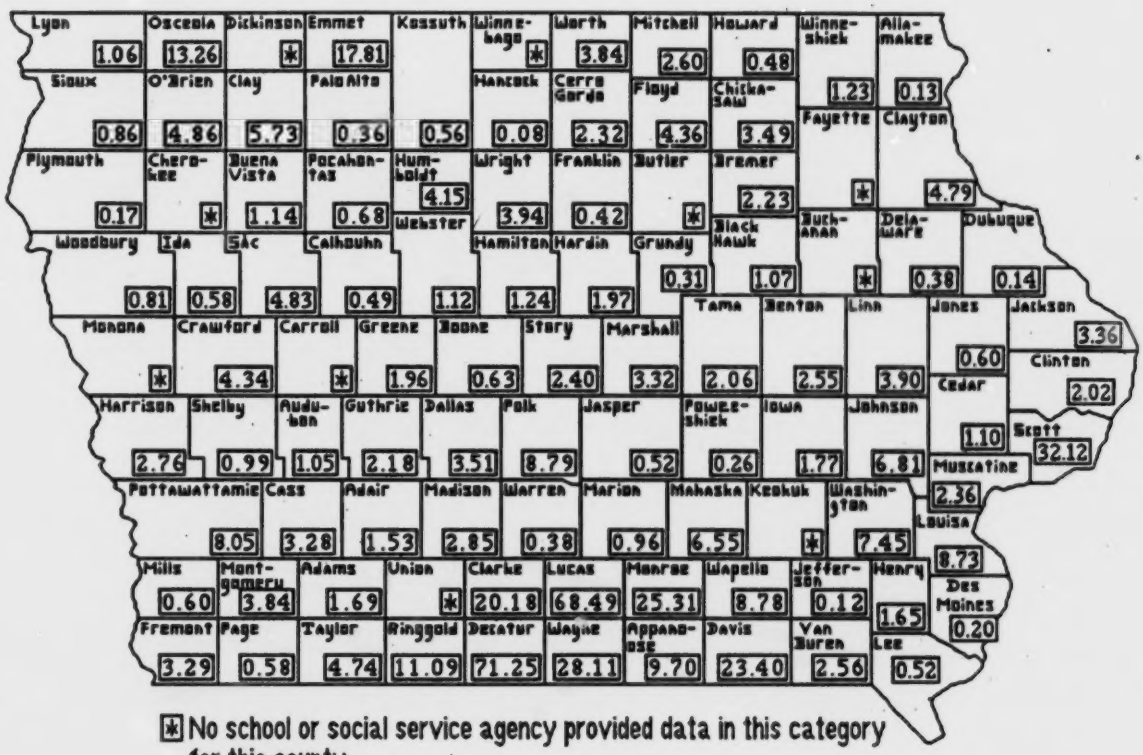
* No school or social service agency provided data in this category for this county.

It is apparent that those counties having the major urban populations within the state also report the largest number of homeless persons. Scott County reports an especially high rate of homelessness, as it has during the past two years. Some counties, as can be noted by observing the map, report no homeless. This may be due to the fact that those counties simply do not report homelessness the same as other locations in the state.

Map II depicts the rate per 1,000 residents reported homeless for each county. Those counties that did not report data for any of these categories are noted with asterisks. The reader needs to once again be reminded that the validity and reliability of these data are primarily dependent on the availability and reporting of information from local authorities.

MAP II

1990 Rate of Homelessness in Iowa Per 1,000 County Residents
(Includes On The Street, Quasi-Homeless, Sheltered, and Doubling-Up)



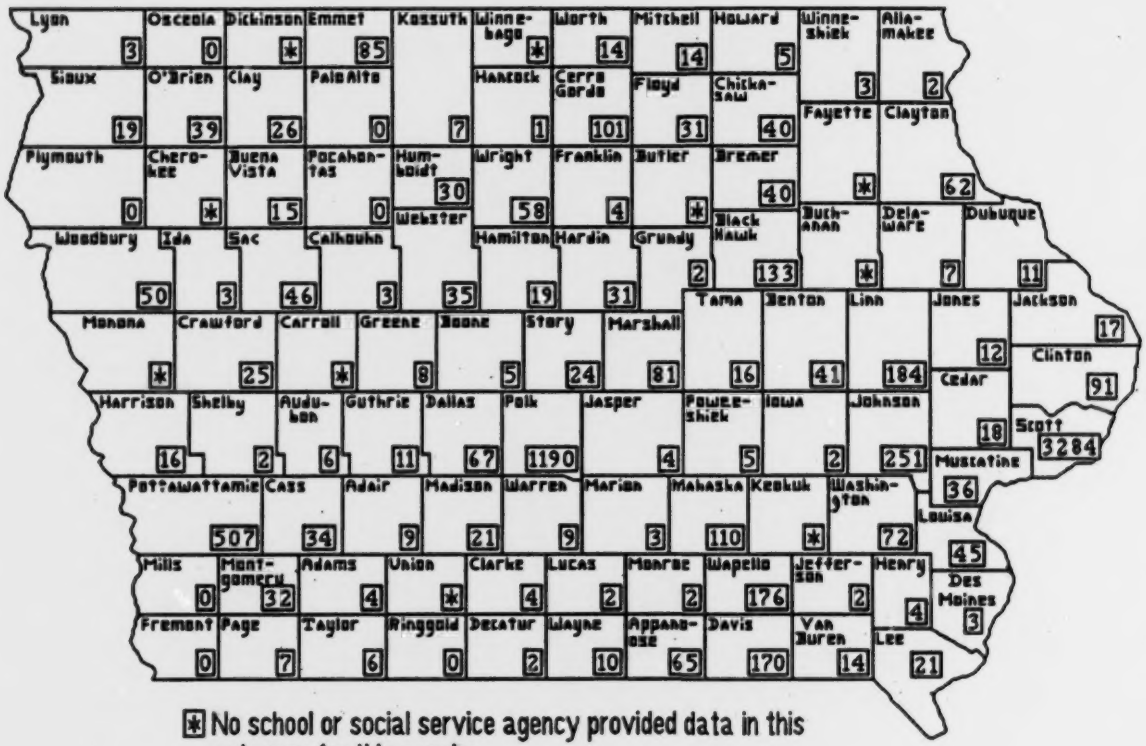
* No school or social service agency provided data in this category for this county.

Any number reported for a county is a reflection of the reporting done by a variety of agencies and individuals in that county. Each county, as the methodological section of this report noted, generally reports homeless through a variety of sources. However, even though there is a systematic technique for recording homeless persons, it is probable that various agencies interpret and report in a different manner.

MAP III presents the total number of children counted as homeless in 1990. This map combines the first four categories of homelessness, "on the street, quasi-homeless, sheltered, and doubled-up."

MAP III

1990 Total Homeless Children Count
(Includes On The Street, Quasi-Homeless, Sheltered, and Doubling-Up)



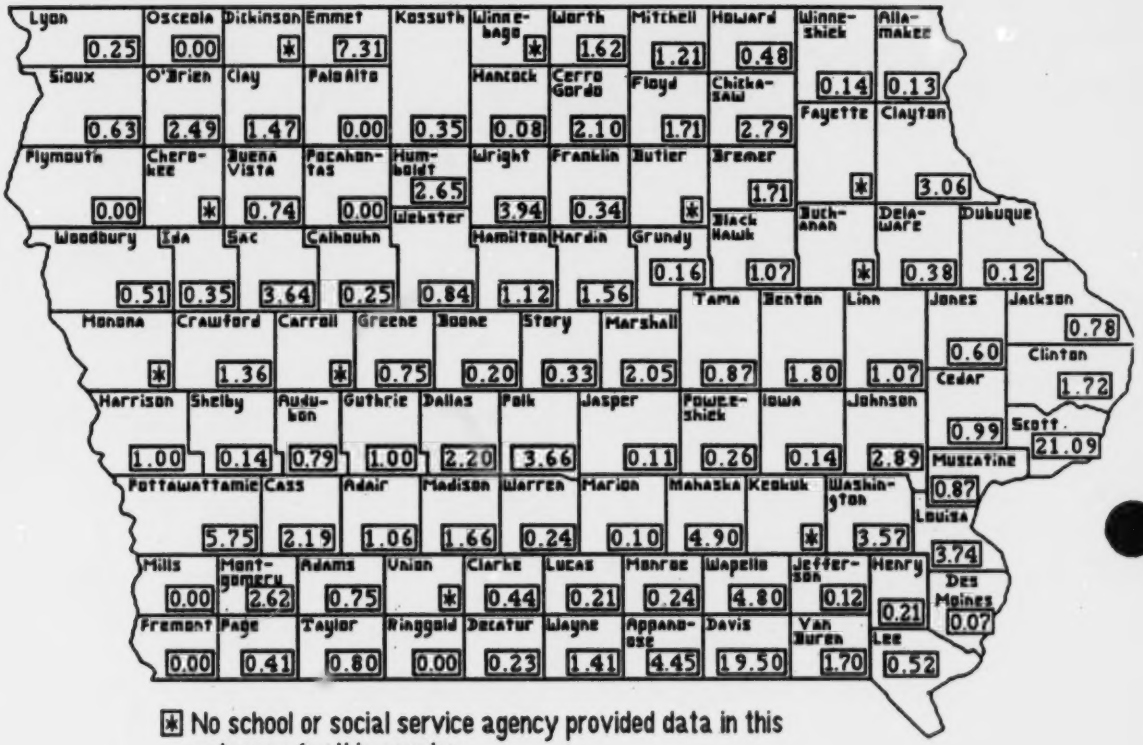
* No school or social service agency provided data in this category for this county.

Map III depicts the total number of homeless children in the four major categories that have been empirically defined. When one notes the total number of Iowa homeless children, the "doubling up" category is included to provide a composite figure which goes beyond the traditional categories of "on the street," "quasi-homeless," and "sheltered."

The data presented in MAP IV denotes the rate per 1,000 residents of each county who were reported as homeless children. The importance of the rate is that it serves as a single number allowing comparisons among counties.

MAP IV

1990 Rate of Homeless Children Per 1,000 County Residents
(Includes On The Street, Quasi-Homeless, Sheltered, and Doubling-Up)



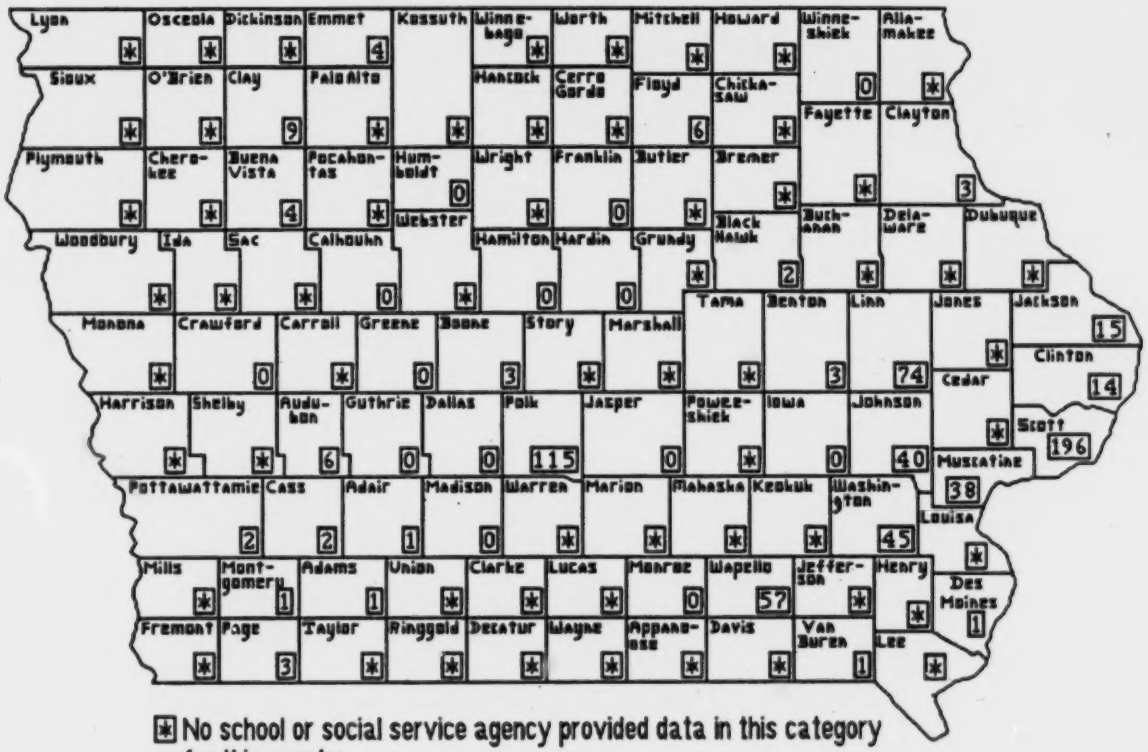
* No school or social service agency provided data in this category for this county.

Map IV illustrates the "total" homeless category, having all four major categories of homeless enumerated. It provides data for those needing information about various categories of homeless children.

MAP V depicts those Iowans enumerated as "On The Street." This map makes clear that many Iowa counties, particularly the very rural counties, do not report any persons "on the street."

MAP V

1990 Total On The Street Homeless Reported by Iowa Counties


Lyon * Osceola * Dickinson * Emmet 4 Kossuth * Winnebago * Worth * Mitchell * Howard * Winneshiek 0 Allamakee *
Sioux * O'Brien * Clay 9 Palo Alto * Hancock * Cerro Gordo * Floyd 6 Chickasaw * Fayette * Clayton 3
Plymouth * Cherokee * Buena Vista 4 Pocahontas * Humboldt 0 Wright * Franklin 0 Butler * Bremer * Buchanan * Delaware * Dubuque *
Webster
Woodbury * Ida * Sac * Calhoun 0 Hamilton 0 Hardin 0 Grundy * Black Hawk 2
Monona * Crawford 0 Carroll * Greene 0 Boone 3 Story * Marshall * Tama * Benton 3 Linn 74 Jones * Jackson 15
Clinton 14
Harrison * Shelby * Audubon 6 Guthrie 0 Dallas 0 Polk 115 Jasper 0 Poweshiek * Iowa 0 Johnson 40 Cedar * Scott 196
Muscatine 38
Pottawattamie 2 Cass 2 Adair 1 Madison 0 Warren * Marion * Mahaska * Keokuk * Washington 45 Louisa *
Mills * Montgomery 1 Adams 1 Union * Clarke * Lucas * Monroe 0 Wapello 57 Jefferson * Henry * Des Moines 1
Fremont * Page 3 Taylor * Ringgold * Decatur * Wayne * Appanoose * Davis * Van Buren 1 Lee *

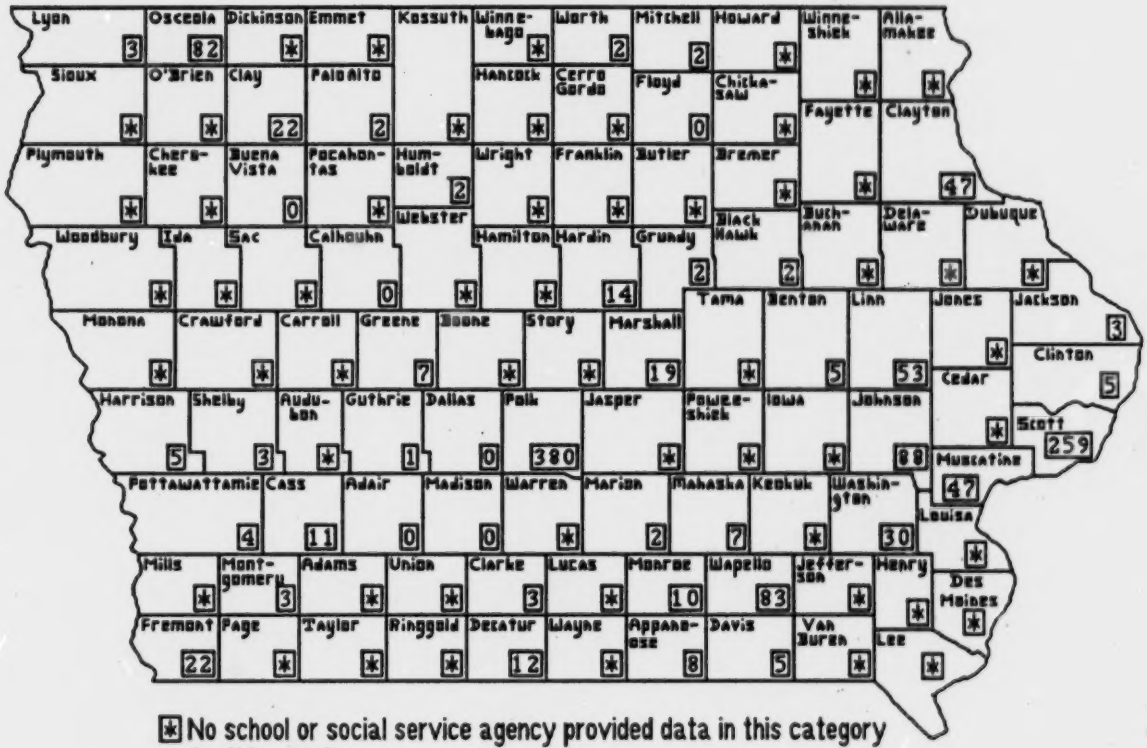
* No school or social service agency provided data in this category for this county.

The above map denotes those who are most chronically homeless. Unlike many of the major cities of the East and West, Iowa has fewer "on the street" who are enumerated homeless than those more urban states.

Total "Quasi-homeless" figures are depicted in MAP VI. Several counties do not report any persons in this category of homelessness, while the more urban counties report comparatively large numbers living in conditions that fit the definition of quasi-homelessness. The lack of numbers, and inconsistency among similar counties in the reports received for this category, may be indicative of different perceptions of the quasi-homeless category, and different perceptions of the extent to which the living conditions of persons within their counties are, in fact, problematically "quasi-homeless."

MAP VI

1990 Total Quasi-Homeless Reported by Iowa Counties

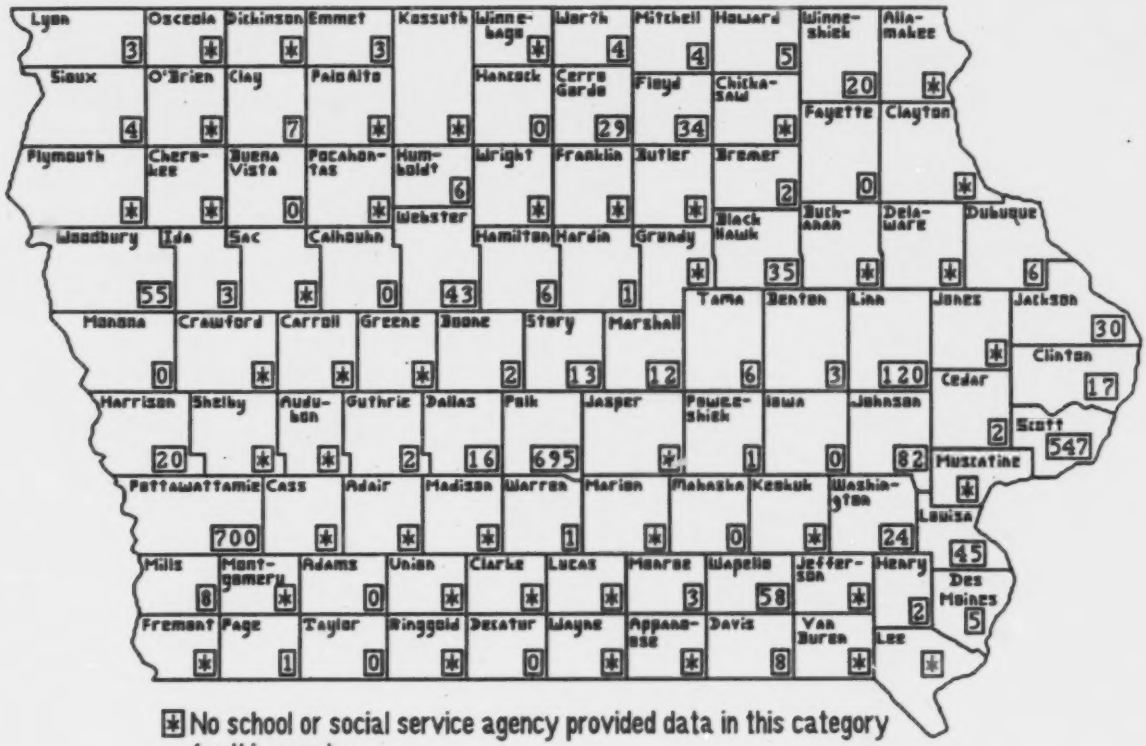


Some research endeavors will enumerate the "quasi-homeless" category as included in the more "true" or "real" homeless. It is this category that has been identified in the Iowa studies as unique and worthy of separate enumeration.

The total enumeration of homeless Iowans in the category "Sheltered" is schematically illustrated in MAP VII. The numbers in this category reflect to some extent the distribution of shelters in the State.

MAP VII

1990 Total Sheltered Homeless Reported by Iowa Counties



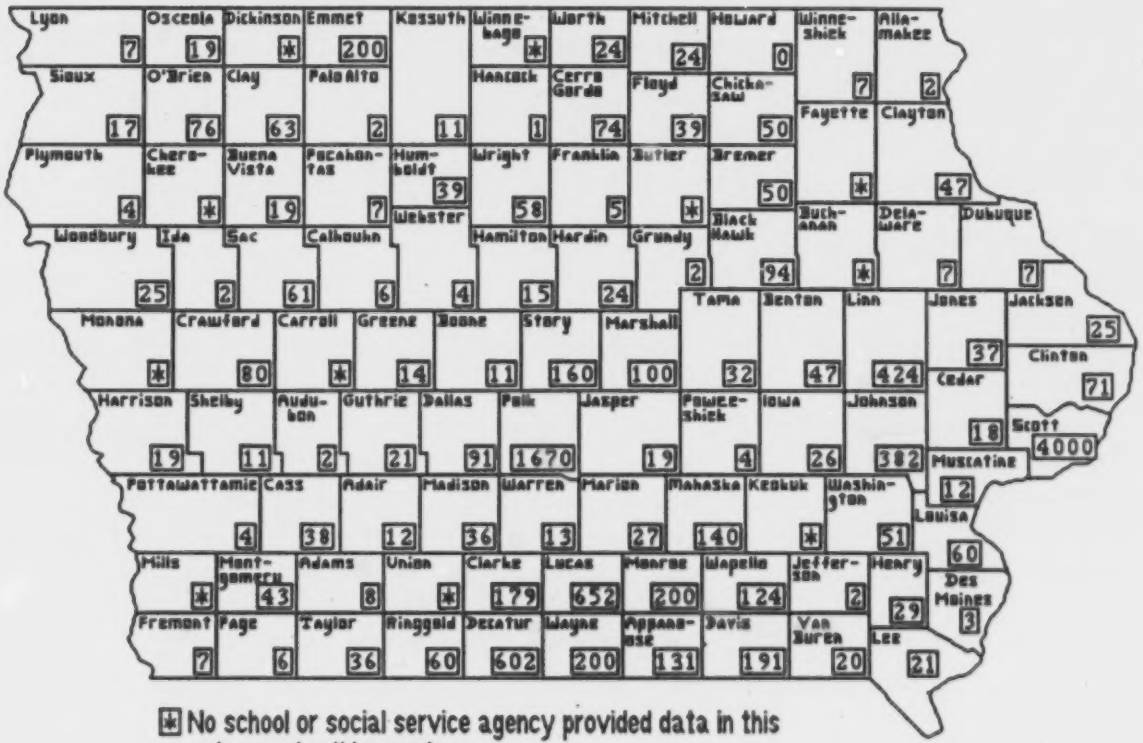
* No school or social service agency provided data in this category for this county.

Sheltered is defined as excluding those who are under court order. It does include certain categories of domestic abuse and other states of social definition. The reader is referred to an earlier section of this report that more completely identifies categories of homelessness.

Total figures for those reported in the "Doubling-Up" category are depicted in MAP VIII. Doubling-up has reference to those "children and immediate family [that] have moved in with other relatives or friends; without such arrangement they would be without home or shelter." This category, as noted earlier, is most in need of individual evaluation and thus must of necessity largely be presented as estimates.

MAP VIII

1990 Total Doubling-Up Homeless Reported by Iowa Counties



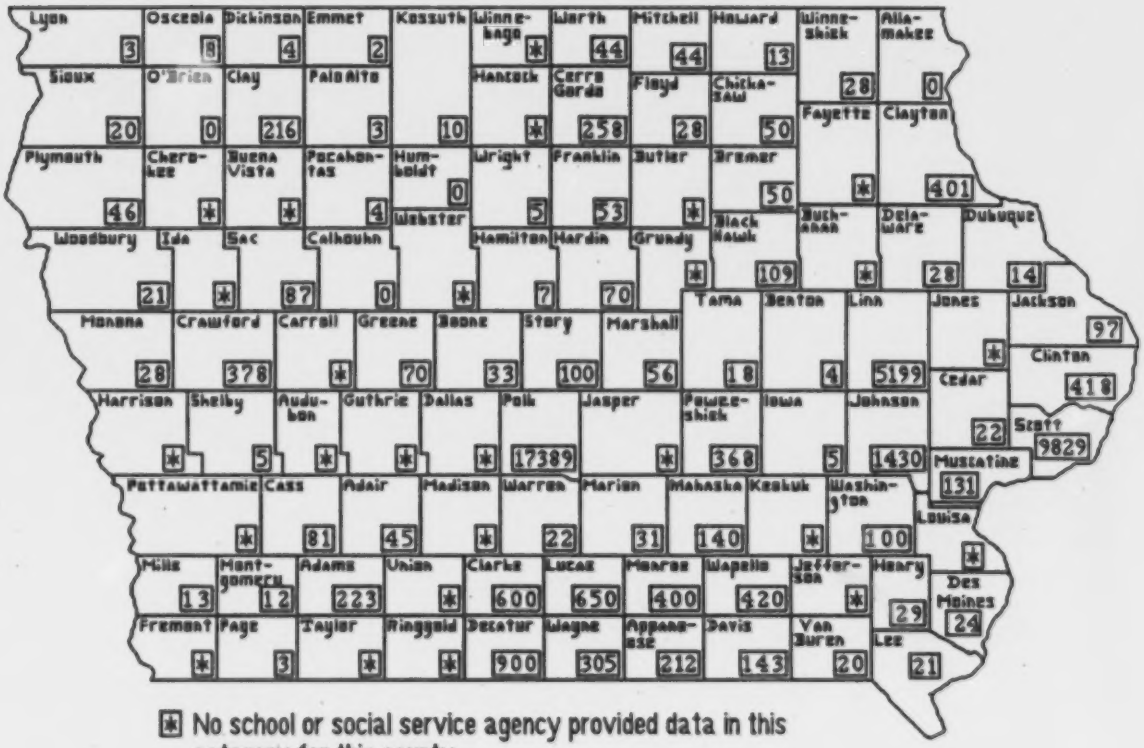
* No school or social service agency provided data in this category for this county.

Doubling-up are subjects of considerable debate. Although there may be individual disagreement as to whether or not this category "deserves" to be called "homeless," for purposes of research the debate is moot. Federal guidelines consider, in many instances, persons in this category to be dependent and funding sources often request these data as a part of the application process.

"Near Homeless" persons are those who without entitlements (i.e., fuel or rent assistance) would be homeless. The data provided in MAP IX illustrates schematically those people who were reported as fitting this category in each county.

MAP IX

1990 Total Near Homeless Reported by Iowa Counties



* No school or social service agency provided data in this category for this county.

The category "near homeless" has historically been included in the Iowa report as a means of providing public policy makers with information upon which they may make decisions, should they be required to utilize information about the number of "potential" homeless, who are perhaps "one pay check" away from being "on the street."

Homeless Children and School Attendance

A primary purpose of this report was to gather information about the educational attendance and needs of homeless children. Table 6 reports the numbers of homeless children, by category of homelessness, that were identified as attending ("in") and not attending ("out") school during the academic year.

TABLE 6

Numbers of Homeless and Near Homeless Children Attending and Not Attending School by Grade Level as Reported by School Respondents

Category	Grade School		Middle School		High School		Total		Percent Total	
School Attendance Status	In	Out	In	Out	In	Out	In	Out	In	Out
On the Street	15	1	1	1	2	17	18	19	48.7	51.4
Quasi-Homeless	20	29	19	11	7	12	46	52	46.9	53.1
In Shelters	42	7	18	4	17	19	77	30	72.0	28.0
Doubling-Up	434	26	208	55	138	79	780	160	83.0	17.0
Total Homeless	**511**	**63**	**246**	**71**	**164**	**127**	**921**	**261**	**77.9**	**22.1**
Near Homeless	2576	101	1194	165	390	363	4160	629	86.9	13.1
Grand Total	**3087**	**164**	**1440**	**236**	**554**	**490**	**5081**	**890**	**85.1**	**14.9**
Total Children at Each School Level	3251		1676		1044		5971			

As can be noted from the above table, the total number of school-age children who are not attending school and are considered to be in the first four categories of homelessness (on the street, quasi homeless, sheltered, and doubling-up) comes to approximately twenty-two (22) percent of the total homeless children. This number is very close to that discovered in the 1989 study. When one includes the "near homeless" category, this number falls to almost fifteen (15) percent. Naturally, near homeless are still residing in homes and should they "fall through the cracks" and become homeless one could expect the number of children who attend school to fall.

Table 7 illustrates the same basic distribution as the previous illustration, but adds to that total the category "Preschool." Preschool was excluded in Table 6 due to the fact that the children are not "school age," but may require a different type of child care. As one sees pre school programs being developed or calls for expanding preschool care of children, the magnitude of the problem may be suggested from these data. Many of the more creative programs developed during the past few years have focused on pre school children.

TABLE 7

Numbers of Homeless and Near Homeless Children Attending and Not Attending School by Grade Level , Including Pre School Children, as Reported by School Respondents

Category	Preschool		Grade School		Middle School		High School		Total	
School Attendance Status	In	Out	In	Out	In	Out	In	Out	In	Out
On the Street	6	12	15	1	1	1	2	17	24	31
Quasi-Homeless	2	34	20	29	19	11	7	12	48	86
In Shelters	27	49	42	7	18	4	17	19	104	79
Doubling-Up	110	705	434	26	208	55	138	79	890	865
Near Homeless	353	2121	2576	101	1194	165	390	363	4513	2750
Total	498	2921	3087	164	1440	236	554	490	5579	3811
Total Children at Each School Level	3419		3251		1676		1044		9390	

Homeless Children: Characteristics and Educational Needs

The ultimate purpose of attempting to achieve a census of homeless persons in Iowa is to determine the needs of these persons, assess how well these needs are being met and examine options for development of additional programs. A particular focus of current and potential future programming is the needs of children.

Special Behavioral Traits of Homeless Children

A significant amount of research has been done in recent years to identify the characteristics and needs of children that are increasingly being referred to as "at-risk". Some of this research was reviewed in the 1989 report on homelessness in Iowa, and of course more has been done in the ensuing year. This research consistently points to certain characteristics of at-risk children (see Wright and Wright 1989, for summary and for bibliographic references).

As in 1989, educators were asked to evaluate the children they knew to be homeless in terms of several characteristics that have been identified by researchers as associated with at-risk youth and thus potentially with homelessness. The following table identifies these characteristics and again asks respondents to identify whether or not they are "more common," the "same," or "less common" traits identified with homeless children when compared with other youth.

TABLE 8

Percent Responses by School Personnel to Question Concerning Whether Specified Behavior Traits are More Characteristic of Homeless Children than Other Children

Behavior Trait	More Common	Same	Less Common
1. Poor Self Image (N=83)	87.95	12.05	0.00
2. Behavior Change (N=82)	58.54	41.46	0.00
3. Sad Mood (N=82)	70.73	29.27	0.00
4. Unable to Concentrate (N=83)	63.86	36.14	0.00
5. Withdrawal (N=81)	59.26	39.51	1.23
6. School Failure (N=83)	73.49	26.51	0.00
7. Day Dreaming (N=82)	45.12	53.66	1.22
8. Aggressive (N=83)	39.76	56.65	3.61
9. Poor Grades (N=82)	68.29	30.49	1.22
10. Inappropriate Soc. Behavior (N=82)	68.29	31.71	0.00
11. Suicide (N=79)	18.99	78.48	2.53
12. Self Critical (N=79)	35.44	58.23	6.33
13. Frequent Illness (N=81)	56.79	38.27	4.94
14. Less Extracurricular Part. (N=82)	78.05	19.51	2.44
15. Truant (N=81)	69.14	30.86	0.00
16. Loss of Energy (N=80)	58.75	40.00	1.25

School personnel were asked to identify additional characteristics that they had noticed among homeless children. The one factor identified was "Juvenile Delinquency."

What Programs Exist?

Educators, agency, and shelter personnel were asked several questions about programming that is available to homeless children. Specifically they were asked (1) "what programs are currently in place to serve the educational needs of low income and homeless children," (2) "whether there are any special programs or aspects of broader programs, that are specifically aimed at assisting homeless children," and finally (3) if there were such programs, ""how adequately are they dealing with the problems of homeless children in your county?"

Programs in Place for Low Income and Homeless Children: The responses identifying programs in place that serve low income and homeless children, are provided in Table 9. Note the lack of overlap in programs identified by the three respondent groups. It may be that people are aware of programs that simply did not occur to them as they responded to the questionnaire. However, this response pattern may be indicative of a need to increase communication about, and thereby consciousness of, programs that exist.

TABLE 9

Programs Currently in Place to Serve the Educational Needs of Low Income and Homeless Children

Program	Percent Respondents Identifying Program		
	Agencies	Schools	Shelters
Head Start	54.52	10.00	
Public school	18.37		
AEA Preschool Screening	4.08		
WIC	5.44		
Day Care	4.77		
Student at Risk Programs		29.41	
Reduced Price Lunch		24.37	
Upward Bound		6.72	
Chapter 1		4.20	
General Education Degree			10.00
M.I.C.A.			10.00
J.T.P.A.			10.00
Public Housing			20.00
Don't Know	4.77	35.29	20.00
None Exist	7.48		20.00

Special Programs for Homeless Children: The second question asked the respondents to identify special programs or aspects of broader programs, that are specially aimed at assisting homeless children. Table 10 presents the responses to this question. Once again there is relatively little overlap in the programs identified. Two other patterns may be of even more significance. First, there are very few people identifying a very small number of programs. Of great concern also should be the fact that two-thirds of the school respondents, and significant proportions of the other respondents indicated that they did not know what programs exist. This suggests a relatively low level of concern with the potential problems of homeless children in their communities.

TABLE 10

Special Programs Identified as Aimed at Assisting Homeless Children

Program	Percent Respondents Identifying Program		
	Agencies	Schools	Shelters
Department of Human Service	13.39	16.19	
Foster Care	2.33		
General Relief	11.81		
Community Action Program	2.33		14.29
J.P.T.A.	0.79		
Rent/Utility Assistance		7.62	
Head Start		7.62	
Youth Opportunity Programs			14.29
Project Success			28.57
Don't Know	37.01	68.57	28.57
None Exist	32.33		14.29

Adequacy of Special Programs: Finally, respondents were asked to evaluate the adequacy with which available special programs are dealing with the problems of homeless children in their county. Responses provided were judged and categorized as shown in Table 11.

TABLE 11

Perceptions of Adequacy of Special Programs for Homeless Children

Response	Percent Responding in Each Category Agencies	Schools	Shelters
Very Adequate	7.55	0.00	25.00
Adequate	16.04	11.65	25.00
Less than Adequate	7.55	1.94	37.50
Don't Know	60.38	86.41	12.50
None Exist	8.49		
Total	100.01	100.00	100.00

Programs to Assist Migrants

Programs Currently in Place to Assist Migrants: Because of the request to address special needs associated with being a migrant, respondents were asked questions about programs designed to assist these people. The first three questions mirror those asked about the needs of low income children. Specifically, respondents were asked to indicate (1) what existing programs for low income persons serve migrants, (2) whether there were any special programs designed to meet the needs of this population, and (3) if such programs existed, how adequately they were meeting needs. In addition, respondents were asked (4) whether children of migrant workers have unique educational needs, if so what these are, how they are being met and what needs remain unmet. In interpreting these data, it should be kept in mind that migrant populations are somewhat more likely to be regional than are more general homeless populations.

TABLE 12

Current Programs for Low Income Persons That Serve Homeless Migrants

Program	Percent Respondents Identifying Program Agencies	Schools	Shelters
Department of Human Service	18.06	5.83	
General Relief	31.94		
Proteus	6.94	33.33	
TRAIN		4.85	
Alternative School		3.88	
Legal Services			11.11
Salvation Army			11.11
Don't Know	25.70	85.45	33.33
None Exist	17.36		11.11

Special Programs for Migrants: Respondents were asked to identify those programs that are in place that are specifically designed for assisting migrants. The following programs were identified

TABLE 13

Programs Identified as Specifically Aimed at Assisting Homeless Migrants

Program	Percent Respondents Identifying Program Agencies	Schools	Shelters
Department of Human Service	5.97	10.53	
Community Action Program	9.70		
Proteus	11.94		20.00
Salvation Army			20.00
Don't Know	41.79		60.00
None Exist	30.59	89.47	

Adequacy of Programs for Migrants: Next respondents were asked how adequately these special programs are in dealing with the problems of homeless migrants in their county. The following table depicts answers received

TABLE 14

Perceived Adequacy of Existing Programs for Homeless Migrants

Evaluation	Percent Respondents Agencies	Schools	Shelters
Very Adequate	0.86	0.00	0.00
Adequate	14.53	2.22	20.00
Less than Adequate	8.55	0.00	0.00
Don't Know	55.56	97.78	80.00
None Exist	20.51		

Unique Educational Needs of Migrant Children: Respondents were asked to identify the unique educational needs of migrant children. The following enumeration resulted

TABLE 15

Unique Educational Needs of Migrant Children and Workers

Need	Percent Respondents Identifying Program Agencies	Schools	Shelters
Language Barrier	20.97	7.45	28.60
Cultural Differences	1.61		
Poor Health	2.42		
Behind in School		5.32	
Incentives to Remain in School			28.60
Don't Know	58.06	87.23	42.29
None Exist	16.94		

Programs to Assist Veterans

Programs Currently in Place to Assist Homeless Veterans: This year a focus of the study was to examine the educational needs of homeless veterans. Respondents were asked "What programs are currently in place to serve the educational needs of low income and homeless veterans in your county." The following data emerged.

TABLE 16

Programs Currently in Place that Serve the Educational Needs of Homeless Veterans

Program	Percent Respondents Identifying Program		
	Agencies	Schools	Shelters
Veterans Administration	35.34	1.16	33.33
Vocational Rehabilitation	9.02		
General Education Degree Prog.	7.52		
J. T. P. A.	8.27		
Community Action Program		2.33	
Don't Know	24.06	96.51	66.66
None Exist	15.79		

Special Programs for Homeless Veterans: The following programs were identified as being currently aimed at benefiting homeless veterans in the various counties

TABLE 17

Programs Specifically Aimed at Serving the Needs of Homeless Veterans

Program	Percent Respondents Identifying Program		
	Agencies	Schools	Shelters
Veterans Administration	26.05		35.34
American Legion	23.36		
Veterans of Foreign Wars	0.84		
Vocational Rehabilitation			9.02
General Education Degree Prog.			7.52
J.T.P.A.			8.27
Don't Know	36.13	100.00	24.06
None Exist	33.61		15.79

Adequacy of Veterans Programs: Respondents were asked to rate the adequacy of existing programs in dealing with the problems and needs of homeless veterans. The following response was received

TABLE 18

Perceptions of Adequacy of Existing Programs for Homeless Veterans

Evaluation	Percent Respondents Agencies	Schools	Shelters
Very Adequate	12.12	0.00	0.00
Adequate	7.07	0.00	28.59
Less than Adequate	0.00	1.32	14.28
Don't Know	60.61	98.68	57.14
None Exist	20.20		

Unique Educational Needs of Homeless Veterans: Persons responding to the questions were asked, "Do homeless veterans have unique educational needs? If so, what are these?" The following list emerged

TABLE 19

Unique Educational Needs of Homeless Veterans

Need	Percent Respondents Identifying Program Agencies	Schools	Shelters
Vocational Rehabilitation	10.31		14.29
General Education Degree Assist.	3.09		
Medical Care	1.03		14.29
Counseling			14.29
Don't Know	68.04	100.00	57.14
None Exist	17.53		

General Evaluation of the Unmet Needs of Homeless in Iowa

Finally, respondents were asked to identify needs of homeless persons that are not being addressed , that might not have been drawn out by earlier questions.

TABLE 20

Other Needs Not Being Adequately Addressed

Need	Percent Respondents Identifying Program Agencies	Schools	Shelters
Food Assistance	3.23		
Affordable Housing	26.88	1.35	25.00
Affordable Day Care	4.30		
Counseling	10.75		
Fuel deposit / rent deposit	12.90		
Transportation			12.50
Free Medical Assistance			12.50
Dental Assistance			12.50
Rural Areas Assistance			12.50
Independent Living Programs			12.50
Don't Know	25.81	98.65	12.50
None Exist	16.13		

CONCLUSIONS

Several issues stand as dominant when one considers the overall ramifications of homelessness in Iowa. The actual magnitude of the problem stands at the front. This report represents the third consecutive year of completed research designed to identify the magnitude of the homeless problem in Iowa, isolate the major issues that surround these data, locate common grounds for addressing critical issues surrounding homelessness, and find common pathways toward assisting homeless children in accessing the educational process and ultimately securing a quality education.

Magnitude of the Homeless Problem

This study again finds approximately one-half of one percent of the population of Iowa is characterized as homeless. Although there are methodological issues that limit the generalization of the data, it is evident that homelessness is a major problem facing Iowa. This study, and the two that preceded it, can be considered as "conservative." That means that the magnitude of homelessness has been underestimated. Reporting rates are not uniform and where they have been secured the authors have opted to report the more "conservative" figures rather than those that might be criticized as overemphasizing the problem. Almost 16,000 Iowans occupy the various conditions of homelessness. The basic numbers have remained close to the same over the years, indicative of consistency of data collection.

Changing Nature of the Problem

If one condition seems to characterize the 1990 report, it is that fewer Iowans are reported to be "on the street" or "quasi-homeless." The increase appears to be initially in the number that are characterized as "sheltered." This rise could be interpreted as meaning that the system is starting to work - the more critical levels of homeless persons are being directed into shelter and that new resources are creating temporary or emergency housing for these people. If this conclusion is valid, public policy is certainly being directed toward immediate solutions.

Resources

The community has identified, over the years, numerous resources that are available in the community to assist the homeless. One discouraging finding is that over the three years during which the study has been conducted few significant new programs have been initiated and the same traditional avenues of access are either being cited or more people are noting that they simply are not aware of programs to assist the homeless. It would appear that a major condition that would describe the homeless resources is scarcity or lack of information. It would appear that little new is being created and few of the old are being systematically noted to those in the system, i.e., people are not aware of what others are doing.

Research About the Homeless

The issues addressed in this and other studies of homelessness take on meaning only to the extent that they lead to a better understanding of the situation of persons caught in this situation and ultimately to programming that relieves individuals and communities of the problems attendant to the status. Any attempt to deal with the problem of homelessness must take note in more than a cursory way of its causes, since any successful program to address the problem must be aimed at the causes.

Knowledge is better than ignorance ... this axiom that underlies the basis of doing social research needs more attention in Iowa. The need to follow up with people to report information is needed more than ever but our resources to do the follow up are not available. The cooperation among agencies and schools in reporting the magnitude of homelessness

seems to be ebbing. The return rate during the 1990 research endeavor is lower than it was during past years. Support for conducting this research is still federally driven, decreasing, (and, based on recent recommendations by the President of the United States may disappear). Iowa must move to assume responsibility. People seem less concerned about the homeless or simply do not consider cooperation for research information to be important. More and more negative replies are being received by the researchers from people who have assumed positions of responsibility to assist the needy. Therefore, innovative techniques need to be developed to deal with researching issues of homelessness if data are to be systematically collected, and if those who turn to the data are to have a sense of trusting the information contained in any data analysis.

It is quite evident from the lack of returns by many districts and agencies that officials of those groups do not consider the problem of homelessness to be important enough to justify their expenditure of time to cooperate with this research or techniques of collecting data are not palatable/practical. Quite often they comment that they really do not believe there is homelessness, or as one person who is a social service director in an Eastern county said, "There are no homeless in my county unless I say there are." This is a person who indicated in a letter that the federal government could not tell him/her who are the homeless, he/she knew better than anyone else. One can only imagine what it would mean to be poor in his/her county and not meet his/her definitions. These self-defined definitions only diminish the potential success of any central approach to addressing the problems associated with homelessness in Iowa.

Programs for the Homeless

Programs to serve the homeless have been developed in communities throughout Iowa. There is close association between the homeless and other persons in poverty in developing programs and services. Some innovative approaches have been identified in certain localities. However, the extent of programming statewide is not documented. People in local communities are indicating that they are unaware of most of what is occurring. It appears that communities are addressing the problem. However, the continuum of social problems associated with homelessness does not appear to be coordinated. Little networking or cooperative effort has been identified through the three years of research that has transpired.

Causes of Homelessness and Poverty

Over the years, many studies have probed for attitudes about the causes of poverty. Perceptions of cause generally have been found to fall into two categories. The first blames the individual for being caught in the condition of poverty, citing personal factors such as lack of motivation or substance abuse. The opposing mode views the cause of poverty as resting with societal characteristics. It would appear that the causes and solutions being cited for homelessness give the impression that people may be frustrated, find nothing new with which to address the problem, and/or are getting little or no interest or support for innovative ideas.

Studies that have posited causes of homelessness, as distinct from causes of poverty, have been quite consistent in pointing primarily to structural characteristics of the society. Structural causes most often cited include unemployment (particularly of the young and minorities), shortage of affordable housing, deinstitutionalization of mental health patients, changes in disability recipient requirements (Hope and Young, 1986, p. 25; U.S. Conference of Mayors, 1987, pp. 24-28; Salerno, et al., 1984, pp. 5-7). In addition to these factors, a 1987 survey of 26 American cities found support for other causes, including high poverty rate and high cost of living, inadequate income assistance programs, substance abuse and lack of related services, family crises and domestic violence, population shifts, increase in eviction rates, and doubling up due to economic difficulty (U.S. Conference of Mayors, 1987, pp. 24-28). Thus, in these studies of homelessness, mental illness and substance abuse are the only items listed that point causally at the individual. If these studies are correct, the structural factors, such as wage and employment level and availability of low income housing must be addressed.

Iowa data certainly indicates that poverty is contributing to homelessness and causality must be explored to reduce homelessness.

Implications of this Survey

To the extent that it can be used as an indicator, the responses to this survey do suggest that there is a relatively low level of concern with the problems and potential problems of homelessness among educators and social service agency personnel in the state. Not only was the response rate low, but the responses that were supplied indicated a wide-spread lack of awareness of programs for the needs of the homeless that had been identified in their communities.

Thinking About Future Research

If this research endeavor is to continue and progress, there needs to be a reevaluation of its mission and methodology. The methodology that has been employed for the past two years will provide data, but will not ensure that all of the gaps are probed. Traditional research methodologies may have to be tossed aside and new techniques developed. The problem of homelessness has interagency implications, and unless there is cooperation by multiple state agencies in collecting these data there is little reason for workers in the field to provide valid information. There must be some sort of shared concern from among a variety of governmental agencies ... a concern that sees the encouragement of fact-finding from all sources. If homelessness and poverty are issues of concern there has to be a joint effort among these agencies to see that data collection and analysis has real importance and meaning. Otherwise the same endeavors will continue with limited consequences to interagency cooperation in establishing services.

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APPENDIX

SURVEY INSTRUMENTS

The data that you provide will be maintained in confidence and made available only to researchers at Drake University

Educational Needs of Homeless Youth, Children of Homeless Families, and Homeless Adults

Please complete the information requested in reference to the person who filled out this form. If clarification is needed, or if additional questions arise, we will need to be in contact with the person listed.

Agency name _____

Name of person completing this form _____

Position of person completing this form _____

Mailing address _____

_____

_____ Zip Code _____

Phone (____) _____

If you have questions while completing this questionnaire, please call 1-800-443-7253 and ask for extension 2157, or in Des Moines area call 271-2157. Dean Wright, Sue Wright, or Lonnie Waterman should be able to assist you.

During the summers of 1988 and 1989 the first two studies of homelessness in Iowa were conducted for the Iowa Department of Education. This year a third study is being undertaken. The purpose of this follow-up study is to provide additional longitudinal data for public policy. This study will highlight the problems of homeless youth, migrants, and veterans.

In order to gain as accurate a picture as possible of the educational characteristics of homeless and near-homeless children in Iowa we are asking your assistance as an extremely knowledgeable person in this field. Please use whatever resources are available to you, including any knowledgeable person to complete this questionnaire.

The data that will be reported to the Iowa Department of Education will be as valid and reliable as the data that we are provided from sources such as yourself. Thus, we ask that you take special care in thinking through the answers to the following questions:

Section I: Census of Homeless Persons

We recognize that counting the homeless is very difficult and that people approach the task with reservation. However, it is important for state agencies to have the best information available so that effective policy and programs may be developed, and thus we are asking your assistance in this task. The five categories of homeless persons that we would like to be able to distinguish are:

A. **On the Street:** living on the streets, without even nominal housing.
B. **Quasi-Homeless:** living in make-shift shelter such as cars, tents, abandoned, buildings, etc.
C. **Shelters:** living in temporary residence facility for individuals or families (e.g., youth-runaway, family, or abuse shelters, or other shelter facility).
D. **Doubling-up:** children and immediate family have moved in with other relatives or friends; without such arrangement they would be without home or shelter.
E. **Near-Homeless:** without entitlements (e.g., fuel or rent assistance) these families would be homeless.

1. Please complete the first table by providing information concerning various categories of homelessness in your county as they have been defined above. Place the number that you estimate to be present in the space provided.

CATEGORY	AGE/SCHOOL GROUP										TOTAL	
	Pre Sch		Elem		Jr./Mid		Hi School		Adult			
	M	F	M	F	M	F	M	F	M	F	M	F
Living on the Street												
Quasi-Homeless												
Shelters												
Doubling-up												
Near-Homeless												

2. To help us interpret the numbers we receive, please note the source of the figures in the preceding table:

A. Research data _____
B. Personal knowledge _____
C. Community authorities _____
D. Estimates
E. Other (Please Explain) _____

3. Do you think that the numbers in the above table represent (check the appropriate box):

A. all persons in the identified categories? ☐
B. those persons in some portion of the county (please identify)? ☐
C. only persons about whom you have personal knowledge? ☐
D. Other (Please Explain): ☐

2. Now we need to know the number of children who you estimate are attending and not attending school. In each homeless age category the box marked "in" has reference to those children attending school and "out" has reference to those not in school. Please estimate the number that you believe falls into each of these low-income categories. If you would prefer, use percentages and we will calculate numbers on the basis of the information that you have provided.

CATEGORY	AGE/SCHOOL GROUP								TOTAL	
	Pre Sch		Elem		Jr./Mid		Hi School			
	in	out	in	out	in	out	in	out	in	out
Living on the Street										
Quasi-Homeless										
Shelters										
Doubling-up										
Near-Homeless										

3. Finally we would like to have you estimate the number of homeless veterans that are in each of the low-income categories. In the second category we are asking that you estimate the number or percent of these veterans who are Vietnam veterans.

CATEGORY	Total Veterans		Vietnam Veterans		TOTAL	
	M	F	M	F	M	F
Living on the Street						
Quasi-Homeless						
Shelters						
Doubling-up						
Near-Homeless						

Section II: For each of the following questions, please indicate your **opinion** using the categories provided. You are welcome to clarify your response to any of the questions.

1A. What programs are currently in place to serve the educational needs of low income and homeless children in your county?

B. Are there any special programs, or aspects of broader programs, that are specifically aimed at assisting homeless children? Please identify such programs.

C. If there are special programs, how adequately are they dealing with the problems of homeless children in your county?

2A. What programs are currently in place to serve the needs of low income and homeless migrants in your county?

B. Are there any special programs, or aspects of broader programs, that are specifically aimed at assisting homeless migrants? Please identify such programs.

C. If there are special programs, how adequately are they dealing with the problems of homeless migrants in your county?

D. Do the children of migrant workers have unique educational needs? If so, what are these? How are they being met? What are the remaining unmet needs?

3A. What programs are currently in place to serve the educational needs of low income and homeless veterans in your county?

B. Are there any special programs, or aspects of broader programs, that are specifically aimed at assisting homeless veterans? Please identify such programs.

C. If there are special programs, how adequately are they dealing with the problems of homeless veterans in your county?

D. Do homeless veterans have unique educational needs? If so, what are these? How are they being met? What are the remaining unmet needs?

4. Are there other needs that are not being addressed? If so, what are these?

The data that you provide will be maintained in confidence and made available only to researchers at Drake University

Homeless Education Assessment: Instructions
October 8 through October 21, 1990

The assessment table requests 10 pieces of information (columns a through j) for each guest. You may be able to complete columns a through d from personal observation. To complete columns e through j, you might need to ask your guests some questions. We are not asking that you "pry" into people's lives, but hope that you will feel comfortable asking your guests if they are willing to provide the information so they can help educate others about their situation. Please provide as much information as possible.

At the end of the two weeks of October 8 through October 21, 1990, please complete the last page that requests your assessment of how typical this period was.

For all Guests:

a. Sex as m (male) or f (female)
b. Age in years (approximation if exact age is unavailable)
c. Number of persons in family or living group. Please indicate the persons who are together as a living unit by bracketing their reference numbers (column 1).
d. Length of stay at shelter. Record the date their stay started and the date it ended.
e. Highest grade or degree completed

For Children Only:

f. whether the child attended school during the past school year.
g. include current grade in school (as though child was in school today).
h. how many months of the past year the child was able to attend
i. how many different schools the child attended last year
j. town or towns in which the child attended school.

Sample

	(a) Sex	(b) Age	(c) # in group	(d) Length of stay	(e) Yrs. of educ.	(f) Attended Last Yr?	(g) Current Grade	(h) # of mos.	(i) # of Schools	(j) Where Attended
1	f	26	2	7/11-7/15	HS					
2	m	8	2	7/11-7/15	1st Gr.	yes	G	7	2	Cedar Rapids

Homeless Education Assessment (October 8 - October 21, 1990)

Shelter or Community (Name)_____ (City) _____

	(a) Sex	(b) Age	(c) # in group	(d) Length of stay	(e) Yrs. of educ.	(f) Attended Last Yr?	(g) Current Grade	(h) # of mos.	(i) # of Schools	(j) Where Attended
1										
2										
3										
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Homeless Education Assessment (October 8 Through October 21, 1990)
(page 2)

Name & City of Shelter (Name)_____ (City) _____

	(a) Sex	(b) Age	(c) # in group	(d) Length of stay	(e) Yrs. of educ.	(f) Attended Last Yr?	(g) Curreant Grade	(h) # of mos.	(i) # of Schools	(j) Where Attended
18										
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Comments on the Assessment - How Typical Was this Two Weeks?

We are very aware that no single two week period is typical, and thus it cannot completely capture the characteristics of your facility nor of the guests who stay with you. To help us understand the information you have provided, please answer the following questions.

1. How typical was this two week assessment period in terms of numbers of persons, length of stay, types of people? Check all that apply? Were there other differences?

   A. This two weeks has been fairly typical. ☐
   B. This two weeks we have had fewer guests than normal. ☐
   C. This two weeks we have had more guests than normal. ☐
   D. This two weeks, guests have stayed longer than normal. ☐
   E. This two weeks, guests have stayed a shorter time than normal. ☐
   F. This two weeks was different in other ways ☐

   If it was different in other ways (F), please explain the ways in which this two week period did differ from normal.

2. While recognizing that we cannot gain a complete picture of the unique aspects of your guests and your shelter without being there, what else do we need to know to gain a general understanding of their educational situation and needs?

3. Please give us any other information that you think is important to understanding the your guests and their needs.

The data that you provide will be maintained in confidence and made available only to researchers at Drake University

Educational Needs of Homeless Youth, Children of Homeless Families, and Homeless Adults

Please complete the information requested in reference to the person who filled out this form. If clarification is needed, or if additional questions arise, we will need to be in contact with the person listed.

School Name _____

Name of person completing this form _____

Position of person completing this form _____

Mailing Address _____

_____

_____ Zip Code _____

Phone (___) _____

If you have questions while completing the questionnaire, please call 1-800-443-7253 and ask for extension 271-2157, or in Des Moines area call 271-2157. Dean Wright, Sue Wright, or Lonnie Waterman should be able to assist you.

We are interested in gaining as accurate a picture as possible of the educational situation of homeless and near-homeless children in Iowa. We are very aware that some of this information may not be readily available to you. However, we will appreciate it if you will provide as much information as you have available and if you will answer the opinion/perception questions on the following pages. Please use whatever resources are available to you, including counselors, and other knowledgeable personnel, to complete this questionnaire.

Section I: Census of Homeless Children

The five categories of children that we would like to be able to distinguish are:

A. **On the Street:** living on the streets, without even nominal housing.
B. **Quasi-homeless:** living in make-shift shelter such as cars, tents, abandoned buildings, etc.
C. **Shelters:** living in temporary residence facility for individuals or families; (e.g. youth-runaway, family, or abuse shelters, or other shelter facility.
D. **Doubling-up:** children and immediate family have moved in with other relatives or friends; without such arrangement they would be without home or shelter.
E. **Near-Homeless:** without entitlements (e.g. fuel or rent assistance) these families would be homeless.

Please keep these categories and their definitions in mind as you complete the two tables on the following page.

1. Please complete the first table by providing in:

Column (a): the number, by sex, who fall into each designated category :
runaway - **(have runaway from home),**
throwaway - **(have been kicked out by their parents),**
members of homeless families - **(living with their family).**

Column (b): the total number of children in your school district who are in each homeless category;
Column (c) please indicate whether the sources of your data are:

A. Personal Knowledge
B. Teachers, counselors or other school personnel
C. Interaction with children
D. Knowledgeable resources outside the schools
E. Estimate based on other data
F. General Estimate
G. Other

Category of Children	(a) Runaway M	Runaway F	Throwaway M	Throwaway F	With Family M	With Family F	(b) Total	(c) Source(s) of Numbers
On the Streets								
Quasi-homeless								
In a shelter								
Doubling-up								
Near homeless								

2. Depending on the range of grade levels for which you are responsible, you may have information for only on or two of the grade levels in Table 2. Using the numbers you provided in Table 1, please indicate:

a. the **number** from each category who last year were in each grade level.
b. the **percentage** from each category who last year could be classified in each attendance category (regular, occasional, seldom, or did not attend).

Category of Children	(a) Grade Level Gr. Sch.	Mid. Sch./ Jr. High	High Sch.	(b) School Attendance reg	occas.	seld.	none
On the Streets							
Quasi Homeless							
In a shelter							
Doubling-up							
Near homeless							

Comments: Please include any comments or clarifications that would be helpful in understanding the information in the above tables.

Section II: For each of the following questions, please indicate your **opinion** using the categories provided. You are welcome to clarify your response to any of the questions.

1A. What programs are currently in place to serve the educational needs of low income and homeless children in your county?

B. Are there any special programs, or aspects of broader programs, that are specifically aimed at assisting homeless children? Please identify such programs.

C. If there are special programs, how adequately are they dealing with the problems of homeless children in your county?

2A. What programs are currently in place to serve the needs of low income and homeless migrants in your county?

B. Are there any special programs, or aspects of broader programs, that are specifically aimed at assisting homeless migrants? Please identify such programs.

C. If there are special programs, how adequately are they dealing with the problems of homeless migrants in your county?

D. Do the children of migrant workers have unique educational needs? If so, what are these? How are they being met? What are the remaining unmet needs?

3A. What programs are currently in place to serve the educational needs of low income and homeless veterans in your county?

B. Are there any special programs, or aspects of broader programs, that are specifically aimed at assisting homeless veterans? Please identify such programs.

C. If there are special programs, how adequately are they dealing with the problems of homeless veterans in your county?

D. Do homeless veterans have unique educational needs? If so, what are these? How are they being met? What are the remaining unmet needs?

4. Are there other needs that are not being addressed? If so, what are these?

Section III: Consequences and Programs

5. Some studies have suggested that homelessness results in more social, emotional, and/or behavioral problems than is typical of other children.

   By circling the corresponding letter beside each behavior, indicate whether you find this behavior or characteristic to occur more often (M), at about the same frequency (S) or, less often (L) than among other children.

a.	Poor self-image	M	S	L	j.	Inappropriate social behaviors	M	S	L
b.	Behavior change	M	S	L	k.	Talks about suicide	M	S	L
c.	Sad mood	M	S	L	l.	Self critical	M	S	L
d.	Unable to concentrate	M	S	L	m.	Frequent illness	M	S	L
e.	Withdrawal	M	S	L	n.	less extracurricular participation	M	S	L
f.	School failure	M	S	L	o.	Truant	M	S	L
g.	Day dreaming	M	S	L	p.	Loss of energy	M	S	L
h.	Aggressive	M	S	L					
i.	poor grades	M	S	L					

   q. Other (please identify and explain) _____

6. Please add any additional information or ideas that you feel might help us better understand the educational situation and needs of homeless children.

SECTION II

HOMELESS STUDENTS:

NEW RULES

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, Ed.D., DIRECTOR

TO: School Administrators of Iowa

FROM: Dr. William Lepley, Director, Department of Education

DATE: August, 1990

SUBJECT: Homeless Students - **New Rules for Schools**

Chapter 33, Iowa Administrative Code was established in response to federal legislation and state initiatives to accommodate homelessness and its effects in Iowa. The rules are attached for your review and dissemination as deemed appropriate in your district.

Six primary barriers have been identified which contribute significantly to delaying or interrupting the education of homeless children and youth. As you progress in establishing a plan for at-risk children, consider the six primary barriers and institute action to overcome those barriers evident in your district.

Please note that the barriers identified in this memo are directly related to the new rules and are being presented to pinpoint possible major action at the local level.

Barrier One: **Residency and Guardianship:** Address the school of origin/school of residence question and how it relates to school enrollments and transfers for homeless children and youth. It is important that all local staff understand local policy on residency to assure equitable administration of it. Residency should not be used to significantly delay the education of homeless children.

Barrier Two: **Coordination and Identification:** Review or develop model guidelines for improving coordination between school and service agencies to identify and track homeless students and assist them and their families. The categories of homelessness are defined in rules.

Barrier Three: **Program Continuity:** Provide a variety of learning options to expedite homeless students' access to public education and existing support services. Also provide nutrition and health services, especially immunizations, to assure students are not denied education due to neglect of necessary health needs.

Review existing practices to assure that homeless children are not being denied existing services because of their condition of being homeless.

GRIMES STATE OFFICE BUILDING/DES MOINES, IOWA 50319-0146

Barrier Four: **Transportation:** Within districts make every effort practical to maintain willing homeless students in the attendance center in which they started at the beginning of the school year. Use all possible and acceptable methods of transportation to assist them to attend the school of their choice. The primary objective here is to cause the least disruption to the education of children moving from one residence to another.

Barrier Five: **Student Records:** Eliminate delays in enrollment due to LEA student records guidelines. Encourage enrollment in school through contacts with parents, guardians and children in shelters of all types.

Barrier Six: **Public Awareness:** Collect information on the homeless and inform staff of problems and effects. Incorporate awareness into school curriculum. Coordinate with other agencies to involve and inform the general public.

Note that we do not want homeless students to experience additional stigma because of what we do. However, they may need temporary or long term support and we must not assume that ALL are in need of like services. As indicated before, the services for this population may well be blended into your total plan for at-risk children.

Services for homeless children and youth can be supported by several funding resources available to local education agencies. Five primary sources include: Increased allowable growth for dropout prevention and dropouts, supplemental weighting for shared programs or staff, new funds provided under H.F. 535 for preschool and early elementary programs, Phase III, and Chapter 1. No direct federal funds for services for the homeless are available at this time except for literacy training at the adult level. Therefore, your creative abilities to use existing state resources to improve services for the homeless must be applied. Your best effort will be greatly appreciated.

Chapter 33 states that a school district must give written notice to the homeless child and family if the school district is going to deny access. The notice must give the name, address and telephone number of the local Legal Services office. Therefore, the attached information is provided to assist you. All Legal Services offices and counties served are identified.

We are looking forward to providing as much assistance as possible to assist you in this endeavor. Please feel free to contact Dr. Ray Morley, (515) 281-3786 or Kathy Collins (515) 281-5295 directly for additional assistance.

Respectfully,

William L. Lepley, Ed.D.
Director

WLL/mhe

LEGAL SERVICE CENTERS OF IOWA DIRECTORY

Cedar Rapids Regional Office
Suite 400, Paramount Building
305 Second Street, South East
Cedar Rapids, Iowa 52401
1-319-364-6108
1-800-322-0419

Counties Served: Benton, Cedar, Iowa, Linn, Marshall Poweshiek, Tama

Southwest Regional Office
300 Smith-Davis Building
532 1st Avenue
Council Bluffs, Iowa 51501
1-712-328-3982
1-800-432-9229

Counties Served: Adams Audubon, Carroll, Crawford, Cass, Fremont, Harrison, Mills, Montgomery, Page, Pottawattami, Ringgold, Shelby, Taylor

HELP Legal Assistance
609 Putnam Building
215 Main Street
Davenport, Iowa 52801
1-319-322-6216

Counties Served: Clinton Scott

South Central Regional Office
315 East Fifth Street
Suite 25
Des Moines, Iowa 50309
1-515-280-3636
1-800-532-1503

Counties Served: Adair Boone, Clarke, Dallas, Greene Guthrie, Hamilton, Jasper Madison, Story, Warren Webster, Union

Northeast Regional Office
Suite 280, Nesler Center
Town Clock Plaza
Dubuque, Iowa 52001
1-319-588-4653
1-800-942-4619

Counties Served: Allamakee Clayton, Delaware, Dubuque Fayette, Jackson, Jones Winneshiek

Iowa City Regional Office
430 Iowa Avenue
Iowa City, Iowa 52240
1-319-351-6570
1-800-272-0008

Counties Served: Des Moines, Henry, Johnson, Lee, Louisa, Muscatine, Washington

North Central Regional Office
Mohawk Square, Suite 220
22 North Georgia
Mason City, Iowa 50401
1-515-432-4651
1-800-392-0021

Counties Served: Calhoun, Cerro Gordo, Emmett, Floyd, Franklin Hancock, Humboldt, Kossuth, Mitchell, Palo Alto, Pocahontas Winnebago, Worth, Wright

Southeast Regional Office
106 North Market
Ottumwa, Iowa 52501
1-515-683-3166
1-800-452-0007

Counties Served: Appanoosa, Davis, Decatur, Jefferson, Mahaska, Marion, Monroe, Van Buren, Wapello, Wayne

Northwest Regional Office
215 Commerce Building
520 Nebraska Street
Sioux City, Iowa 51101
1-712-277-8686
1-800-352-0017

Counties Served: Buena Vista, Cherokee, Clay, Dickinson, Ida, Lyon, Monona, O'Brien, Osceola, Plymouth, Sac, Sioux, Woodbury

Waterloo Regional Office
708 1st National Building
Sycamore and East Fourth
Waterloo, Iowa 50703
1-319-235-7008
1-800-772-0039

Counties Served: Black Hawk, Bremer, Buchanan, Butler, Chickasaw, Grundy, Hardin, Howard

Legal Aid Society of Polk County
808 Fifth Avenue
Des Moines, Iowa 50309
1-515-243-1193

Counties Served: Polk

CHAPTER 33
EDUCATING THE HOMELESS

281—33.1(256) Purpose. The purpose of these rules is to facilitate the enrollment of homeless children of school age in the public school districts of Iowa to enable them to have access to a free, appropriate public education.

281—33.2(256) Definitions.

"District of origin" is defined as the public school district in Iowa in which the child was last enrolled.

"Guardian" is defined as a person of majority age with whom a homeless child or youth of school age is living or a person of majority age who has accepted responsibility for the homeless child or youth, whether or not the person has legal guardianship over the child or youth.

"Homeless child or youth of school age" is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular, and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with nonnuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

281—33.3(256) Responsibilities of the board of directors. The board of directors of a public school district shall:

1. Locate and identify homeless children or youth of school age who are found within the district, whether or not they are enrolled in school.
2. Post information encouraging homeless children and youths of school age to enroll in the public school at community shelters and other locations in the district where services or assistance is provided to the homeless.
3. Examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children or youths, consistent with these rules. School districts are encouraged to cooperate with homeless agencies and organizations to explore comprehensive, equivalent alternative educational programs and support services for homeless children and youth when necessary to implement the intent of these rules.

281—33.4(256) School records; student transfers. The school records of each homeless child or youth shall be maintained so that the records are available in a timely fashion when a child or youth enters a new school district, and in a manner consistent with federal statutes and regulations related to student records.

Upon notification that a homeless student intends to transfer out of the district, a school district shall immediately provide copies of the student's permanent and cumulative records, or other evidence of placement or special needs, to the homeless child or youth or the parent or guardian of a homeless child or youth who may take the copies with them.

Upon the enrollment of a homeless child or youth, a school district shall accept copies of records, or other evidence of placement provided by the homeless child, youth, or the parent or guardian of the homeless child or youth, for purposes of immediate placement and delivery of education and support services. Thereafter, the receiving school shall request copies of the official records from the sending school. The receiving school shall not dismiss or deny further education to the homeless child or youth solely on the basis that the prior school records are unavailable.

281—33.5(256) Immunization requirements. Consistent with the provisions of Iowa Code section 139.9 and rules of the department of health, a public school shall not refuse to enroll or exclude a homeless child or youth for lack of immunization records if any of the following situations exist.

The parent or guardian of a homeless child or youth or a homeless child or youth:

1. Offers a statement signed by a doctor licensed by the state board of medical examiners specifying that in the doctor's opinion the immunizations required would be injurious to the health and well-being of the child or youth or to any member of the child or youth's family or household.

2. Provides an affidavit stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the homeless child or youth is a member or adherent, unless the state board of health has determined and the director of health has declared an emergency or epidemic exists.

3. Has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible, or

4. Is a transfer student from any other school.

The school district shall make every effort to locate or verify the official immunization records of a homeless child or youth based upon information supplied by the child, youth, parent, or guardian. In circumstances where it is admitted that the homeless child or youth has not received some or all of the immunizations required by state law for enrollment and none of the exemptions listed above is applicable, the district shall refer the child, youth, and parent or guardian to the local board of health for the purpose of immunization, and the school shall provisionally enroll the child or youth in accordance with item "3" or "4" above.

281—33.6(256) Waiver of fees and charges encouraged. If a child or youth is determined to be homeless as defined by these rules, a school district is encouraged, subject to state law, to waive any fees or charges for materials or supplies that would present a barrier to the enrollment or transfer of the child or youth.

A homeless child or youth, or the parent or guardian of a homeless child or youth, who believes a school district has denied the child or youth entry to or continuance of an education in the district on the basis that mandatory fees cannot be paid may appeal to the department of education using the dispute resolution mechanism in rule 33.9.

281—33.7(256) Waiver of enrollment requirements encouraged; placement.

33.7(1) If a homeless child or youth seeks to enroll or to remain enrolled in a public school district, the district is encouraged to waive any requirements, such as mandatory enrollment in a minimum number of courses, which would constitute barriers to the education of the homeless child or youth.

33.7(2) In the event that a school district is unable to determine the appropriate grade or placement for a homeless child or youth because of inadequate, nonexistent, or missing student records, the district shall administer tests or utilize otherwise reasonable means to determine the appropriate grade level for the child or youth.

281—33.8(256) Residency of homeless child or youth.

33.8(1) A child or youth who meets the definition of homeless in these rules is entitled to receive a free, appropriate public education and necessary support services in either of the following:

a. The district in which the homeless child or youth is actually residing, or

b. The district of origin.

The deciding factor as to which district has the duty to enroll the homeless child or youth shall be the best interests of the child or youth.

33.8(2) The choice regarding placement shall be made regardless of whether the child or youth is living with a homeless parent or has been temporarily placed elsewhere by the parent(s); or, if the child or youth is a runaway or otherwise without benefit of parent or legal guardian, where the child or youth has elected to reside.

33.8(3) Insofar as possible, a school district shall not require a homeless student to change attendance centers within a school district when a homeless student changes places of residence within the district, unless the change of residence takes the student out of the category of homeless.

33.8(4) If a homeless child or youth is otherwise eligible and has made proper application to utilize the provisions of Iowa Code section 282.18, "Open Enrollment," the child or youth shall not be denied the opportunity for open enrollment on the basis of homelessness.

281—33.9(256) Dispute resolution. If a homeless child or youth is denied access to a free, appropriate public education in either the district of origin or the district in which the child or youth is actually living, or if the child or youth's parent or guardian believes that the child's or youth's best interests have not been served by the decision of a school district, an appeal may be made to the department of education as follows:

33.9(1) If the child is identified as a special education student under Iowa Code chapter 281, the manner of appeal shall be by letter from the homeless child or youth, or the homeless child or youth's parent or guardian, to the department of education as established in Iowa Code section 281.6 and Iowa Administrative Code 281—41.32. The letter shall not be rejected for lack of notarization, however. Representatives of the public school district where the child or youth desires to attend and of the corresponding area education agency, as well as the child, youth, or parent or guardian of the child or youth, shall present themselves at the time and place designated by the department of education for hearing on the issue. The hearing shall be held in accordance with the rules established in 281—41.32.

33.9(2) If the child is not eligible for special education services, the manner of appeal shall be by letter from the homeless child or youth or the homeless child or youth's parent or guardian to the director of the department of education.The appeal shall not be refused for lack of notarization, however. Representatives of the public school districts denying access to the homeless child or youth and the child, youth, or parent or guardian of the child or youth shall present themselves at the time and place designated by the department of education for hearing on the issue. The provisions of 281—Chapter 6 shall be applicable insofar as possible; however, the hearing shall take place in the district where the homeless child or youth is located, or at a location convenient to the appealing party.

33.9(3) At any time a school district denies access to a homeless child or youth, the district shall notify in writing the child or youth, and the child or youth's parent or guardian, if any, of the right to appeal and manner of appeal to the department of education for resolution of the dispute, and shall document the notice given. The notice shall contain the name, address, and telephone number of the legal services office in the area.

33.9(4) This chapter shall be considered by the presiding officer or administrative law judge assigned to hear the case.

33.9(5) Nothing in these rules shall operate to prohibit mediation and settlement of the dispute short of hearing.

281—33.10(256) Transportation of homeless children and youth.

33.10(1) Intent. A child or youth who meets the definition of homeless in these rules shall not be denied access to a free, appropriate public education solely on the basis of transportation. The necessity for and feasibility of transportation shall be considered, however, in deciding which of two districts would be in the best interests of the homeless child or youth. The dispute resolution procedures in rule 33.9 are applicable to disputes arising over transportation issues.

33.10(2) Entitlement. Following the determination of the homeless child or youth's appropriate school district under rules 33.8 or 33.9, transportation shall be provided to the child or youth in the following manner:

a. If the appropriate district is determined to be the district in which the child or youth is actually living, transportation for the homeless child or youth shall be provided on the same basis as for any resident child of the district, as established by Iowa Code section 285.1 or local board policy.

b. If the appropriate district is determined to be the district of origin of the homeless child or youth, and the district of origin is contiguous to the district in which the child or youth is actually living, the district in which the child or youth is actually living (sending district) is responsible for transportation. The sending district shall be responsible for providing transportation or paying the pro rata cost of the transportation to the parent or guardian for transporting the child or youth to and from a point on a regular school bus route of the contiguous receiving district. However, a decision to reimburse the parent or guardian rather than provide transportation shall not be made by the sending district if the parent or guardian is unable to regularly transport the child or youth to the designated stop.

The district of origin now designated for the pupil's enrollment shall have the primary responsibility to transport the child from the point on a regular bus route within the district to the appropriate designated attendance center.

c. If the appropriate district is determined to be the district of origin of the homeless child or youth, and the district of origin is not contiguous to the district in which the child or youth is actually living, the district in which the child or youth is actually living is responsible to transport the homeless child or youth only if the district has an established route that passes through or terminates in the district of origin now designated for the pupil's enrollment.

281—33.11(256) School services. The school district designated for the pupil's enrollment shall make available to the homeless child or youth all services and assistance including but not limited to compensatory education, special education, English as a second language, vocational courses or programs, programs for gifted and talented pupils, health services, and food and nutrition programs, on the same basis as those services and assistance are provided to resident pupils.

These rules are intended to implement the provisions of the Stewart B. McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.

[Filed 9/15/89, Notice 7/26/89—published 10/4/89, effective I 1/8/89]

CHAPTERS 34 and 35
Reserved

SECTION III

EDUCATING HOMELESS CHILDREN AND YOUTH:

PROBLEMS AND SOLUTIONS

EDUCATING HOMELESS CHILDREN AND YOUTH

PROBLEMS AND SOLUTIONS

Prepared by the

Office of the Education of Homeless Children and Youth

Iowa Department of Education

Bureau of Federal School Improvement

Grimes State Office Building

Des Moines, Iowa 50319

(515) 281-3786

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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Educating Homeless Children and Youth:

Problems and Solutions

Prepared by
Office for the Education of Homeless Children and Youth
Iowa Department of Education
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3786

Being without a home is an unnatural way to live, and being homeless can take its toll on a child's achievement in school. Homelessness doesn't necessarily dictate failure or difficult, uncooperative behavior, however. If educators recognize the situation and provide or coordinate assistance, homeless children and youth can make rapid and successful school progress.

Being without a place to sleep, eat, bathe, change and wash clothes, get out of the weather, study, play, work and be with family threatens the basic needs of families and children. The effort required to satisfy those basic needs can become a barrier to a child's education. No matter how good our education program, young people's basic needs must be satisfied in the process of helping them receive a good education.

This list includes some key problems educators might observe and provides suggestions for overcoming those problems. Many of the problems and solutions also apply to other at-risk students.

Problem	*Solution*
✓ Homework is difficult for children who don't have a quiet, proper place to study (adequate light, paper and pencils, a place to sit). Finding a pencil or pen can be a major obstacle in a shelter or in an abandoned building, tent or car used for shelter. Reading without proper light is impossible.	✓ Provide a place to study, materials and perhaps personal assistance before and after school. Include transportation, if needed, to help children take advantage of a study area. Encourage students and parents to use the study facilities.
✓ No help with homework and no access to a phone increase the probability of poor performance.	✓ Provide tutorial and remedial assistance during weekdays and on weekends in a learning/study center. Use personal contacts to encourage children and families to use the center and provide training for parents in how to help their children.
✓ Sleeping in class may be all the child can do after weeks of living in a car or noisy shelter.	✓ Sleep must come before productive classroom participation is possible. Let the child rest.

Problem	*Solution*
✓ Getting to school with limited or no transportation is an extraordinary task for children.	✓ Provide special transportation to assist parents who cannot get their children to bus routes. Provide after-hours transportation home to allow students access to study and recreation opportunities. Provide transportation for parents to school events, parent training programs, etc. Consider using volunteers or service groups to organize special transportation needs.
✓ Hunger is a basic physical need that interferes with children paying attention, listening, studying, and staying on task.	✓ Provide breakfast programs for children or maintain minimum food supplies in classrooms or other areas to feed children who are hungry. Encourage children and families to use free and reduced-price lunch programs. Teach children how to take advantage of community-sponsored food programs.
✓ Self-esteem (personal drive to want to do well) comes after social and emotional needs are gratified.	✓ Provide 10 to 20 times the normal amount of reassurance to children to build self-confidence.
✓ Developmental lags in any child's language and motor skills are probable when homelessness persists. Completing routine tasks normally expected of children of certain age groups may not be possible.	✓ Provide special individual assistance through local programs, area education agency services, etc. Encourage participation via intramural programs and community-based programs. Establish a peer helping program. Establish assistance through community volunteerism programs.
✓ Emotional trauma experienced by children through family violence and at school via harassment from peers produces feelings of not being safe. Angry outbursts or withdrawn behavior can result.	✓ Address harassment in discipline practices and rules in school. Provide a place for students to vent their anger and someone to listen. Counsel students on how to handle harassment. Hold group counseling or classroom discussion on parent/child relations and conflict resolution. Cover human development in curriculum for all children. Provide instruction in social studies to sensitize all students to the impact of homelessness.

Problem	Solution
✓ Moving from one residence to another or from one school to another between and within districts causes delays and interruptions in a child's education program.	✓ Transport children to their home school to ensure stability throughout a school year. Provide copies of school records to parents to take to other schools to facilitate enrollment. Accept students into school programs with or without past school records. Request records from past schools after enrollment. Provide help for students who have fallen behind academically because of moving.
✓ The child misses school to care for siblings.	✓ Provide child care services. Arrange for other community agencies to provide for care.
✓ The child displays no trust of the teacher, expresses dislike for school, or challenges a teacher, counselor, administrator, or support staff person's commitment for long periods.	✓ Be patient and persistent in trying to help. Offer repeated support without withdrawing. Continue offerings of help.
✓ The child lacks immunizations or records are lost.	✓ Hold clinics to start immunizations before students start preschool or kindergarten. Enroll students and request immunization records afterward. Enroll students and start immunizations at the same time. Coordinate services with Department of Health clinics to provide immunizations so a student's education is not interrupted.
✓ School records are lost. Students and parents cannot identify last school attended.	✓ Enroll students and start searching for records afterward.
✓ Parents lack basic education.	✓ Communicate by phone or personal conversations. Provide home-based tutorial assistance for children. Train parents about how to help their children. Provide for substitute parenting by organizing literate volunteers who will open their homes to share their skills and care.

Problem	*Solution*
✓ The child has poor school attendance (missing one day or more per week). Parents may keep students out of school because parents have feelings of shame and do not want to force their children to deal with the same feelings by sending them to school.	✓ Follow up on attendance immediately. Provide encouragement and assistance in getting to school. Visit shelters, or wherever parents can be located, to help overcome barriers. Contact community support people and school social workers to help get children to school.
✓ Students don't attend public school. They don't feel safe in public school, can't cope with public school environment, have failed in the regular system or have been abused or ridiculed to the point of withdrawal.	✓ Contact community shelters and display school information and ask shelter staff to encourage public school enrollment. Provide alternative schooling within the shelter or an alternative setting more acceptable to the children.
✓ The child uses coping strategies such as temper tantrums, thumb sucking, extreme shyness, lying and stealing.	✓ Redirect inappropriate coping behavior as quickly as possible via personal counseling or other services depending on the behavior. Make children aware when their behavior is inappropriate. When necessary counsel other students on problem situations and enlist their help in changing the behavior.
✓ Hanging around school when other children are gone, daydreaming in the classroom, not participating in group play, walking to school rather than riding a scheduled bus and eating alone are indicators worth further observation and study.	✓ Intervene to find out what is occurring and whether help is necessary. Befriend children to help them overcome possible trauma. Contact parents for insight into home and social situations. Take steps to protect children if behavior could be dangerous (i.e., walking home late and alone).
✓ The cost for simple school supplies is impossible for some children. Extracurricular event costs and lab costs for certain courses can also be troublesome and embarrassing to children who cannot pay them.	✓ Provide supplies to children to facilitate their involvement. Maintain an assistance fund to provide grants to children and families for supplies, travel, fees, etc.

Problem	Solution
✓ Medical problems are unattended. Chronic illness or stress-induced symptoms and illness such as stomachaches, headaches or rashes can be expected.	✓ Provide a center that students feel like going to for medical and personal attention. If possible, house professional health services in the school. Provide opportunities for personal counseling and understanding of stress-induced physical reactions. Provide after-school counseling for parents and children. Make accommodations in school schedules to allow health services and mental health services to be provided. Refer chronic cases to health and mental health professionals.
✓ Personal hygiene is unattended.	✓ Provide a place for students to bathe. Provide encouragement, counseling and assistance in personal hygiene. Offer personal hygiene products to students as a part of every classroom or through a center in the school.
✓ The same clothes are worn over and over again. These may be the only clothes available.	✓ Provide clothing for students on an individual basis. Special clothing for different seasons of the year can be considered. Gloves, ear muffs and boots are essential in winter. Special funds can be maintained to help children buy necessary clothes. Keep clothes at school and allow children to change upon entering and leaving the building.
✓ Depression and unhappy feelings last for long periods.	✓ Provide individual counseling or before- and after-school teacher chats. Encourage friendship with peers. Involve the child in physical activities.

Resources

Organizations

National Coalition for the Homeless
1621 Connecticut Avenue N.W.
Washington, D.C. 20009
(202) 265-2371

Iowa Coalition for the Homeless
1111 9th Street, Suite 370
Des Moines, Iowa 50314
(515) 244-9748

Coordinator, Office of Homelessness
Iowa Department of Human Services
Division of Economic Assistance
Hoover State Office Building, Fifth Floor
Des Moines, Iowa 50319
(515) 281-3133

Coordinator, Office for the Education of Homeless Children and Youth
Iowa Department of Education
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3786

Interagency Council on the Homeless
HUD Regional Office
1103 Grand Avenue, Room 704
Kansas City, Missouri 64106-2496
(816) 374-6743

U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202
(202) 732-4728

Homelessness Exchange
1830 Connecticut Avenue, S.W.
4th Floor
Washington, D.C. 20009
(202) 462-7551

Materials

All materials available from the Iowa Department of Education, Office for the Education of Homeless Children and Youth.

School Rules of Iowa, Chapter 33, "Educating the Homeless." Iowa Department of Education, January 1990.

Memo to School Administrators of Iowa, "Homeless Students—New Rules for Schools." Iowa Department of Education, November 15, 1989.

Directory of Legal Services Regional Offices and Counties. Legal Services Corporation of Iowa, October 1989.

Directory of State and National Contacts for the Education of Homeless Children and Youth. U.S. Department of Education, April 1990.

Executive Summary—A Count of Homeless Children and an Appraisal of the Educational Needs of Homeless Youth in Iowa. Drake University in cooperation with Iowa Department of Education, December 1989.

Broken Lives: Denial of Education to Homeless Children. National Coalition for the Homeless, December 1987.

Shelter Boy. Videocassette. This 15-minute, nationally televised documentary produced by Fox Television depicts an Omaha family forced to be homeless as a result of a tornado and loss of employment. The effects of homelessness on the children with regard to school experiences are emphasized. Also available from Iowa area education agencies.

SECTION IV

SCHOOL-BASED YOUTH SERVICES PROGRAM

School-Based Youth Services Projects

The Des Moines, Dubuque, Marshalltown and South Tama districts will each receive a state grant of $200,000 during the 1991-94 school years to implement School-Based Youth Services Programs. The schools will develop centers that are either in or near middle and high schools to create a link between schools and community services.

The programs are being designed to help students at risk by coordinating services between the community and school, including employment, mental and general health services. Students who will be served include teenage parents, pregnant teens, unemployed or unemployable teens, teens with suicide tendencies and other mental health problems, substance users and abusers, teens with chronic health problems, abused and homeless children, minority students, dropouts, and teens with language barriers and disabilities.

School-Based Youth Services Programs will provide a comprehensive "one-stop" location that is accessible to teens. Teens should be able to get help for most of their problems either through direct services at the centers or via referral to service providers within or near the community. These coordinated services will be much more helpful to teens.

The ultimate goal of School-Based Youth Services Projects is to help teenagers graduate from high school, be employable and be healthy and drug free.

Twenty-one districts applied for funds to develop School-Based Youth Services Projects. Six state agencies reviewed the applications, assessing need and using other criteria to select sites. The six agencies involved were the Department of Education, Employment Services, Public Health, Economic Development, the Division of Mental Health of the Department of Human Services, and the Division of Children, Youth and Families of the Department of Human Rights.

The districts chosen for the program vary in size. At the time of selection South Tama had a K-12 enrollment of 1,795; Marshalltown had 4,943 students; Dubuque's enrollment was 9,545; and Des Moines had 29,621 students.

The four districts' programs will be reviewed annually for four years to determine continuation of the program and to design a set of guidelines for expansion into more districts in the future.

SECTION V

GUIDELINES FOR SERVING AT-RISK STUDENTS

Guidelines for Serving At-Risk Students

A publication to assist school districts
in the development of local plans required by the
Iowa Standard for At-Risk Students.

Department of Education
Division of Instructional Services

1989

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, nationa! origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

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Des Moines, Iowa 50319-0146

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Introduction

In a democracy all students should be guaranteed the right to participate in and benefit from school and community resources and programs. During the past decade, many schools in the name of excellence, have increased standards for grade level achievement and high school graduation. Concurrently, changes in family structure, social environment, and economics have negatively affected various student populations. All of these changes have interfered with some students acquiring the related behaviors necessary for school success and contributed to the lower achievement level of certain students. Failures at all levels of the educational spectrum resulted.

In 1988 Iowa adopted a standard to guide public education agencies in developing a plan to accommodate students who need additional help to succeed. The standard will require a linkage of local, state, and federal resources within each local education agency to provide the needed services. As well, resources from within and outside of education will have to be combined to accommodate student needs implied within the standard.

The Department of Education expects that the planning and implementation of services in the new standard will be approached positively, eliminating as much as possible the creation of a new label (at-risk). At some point in every student's school experience some special assistance will be needed. This special assistance varies in the type of service needed and the degree to which it is needed. Therefore, a total system of support for all students can be planned at the local level and the new standard satisfied by providing an emphasis on assisting those students who are not succeeding, not continuing in school, or not being productive upon completion of school.

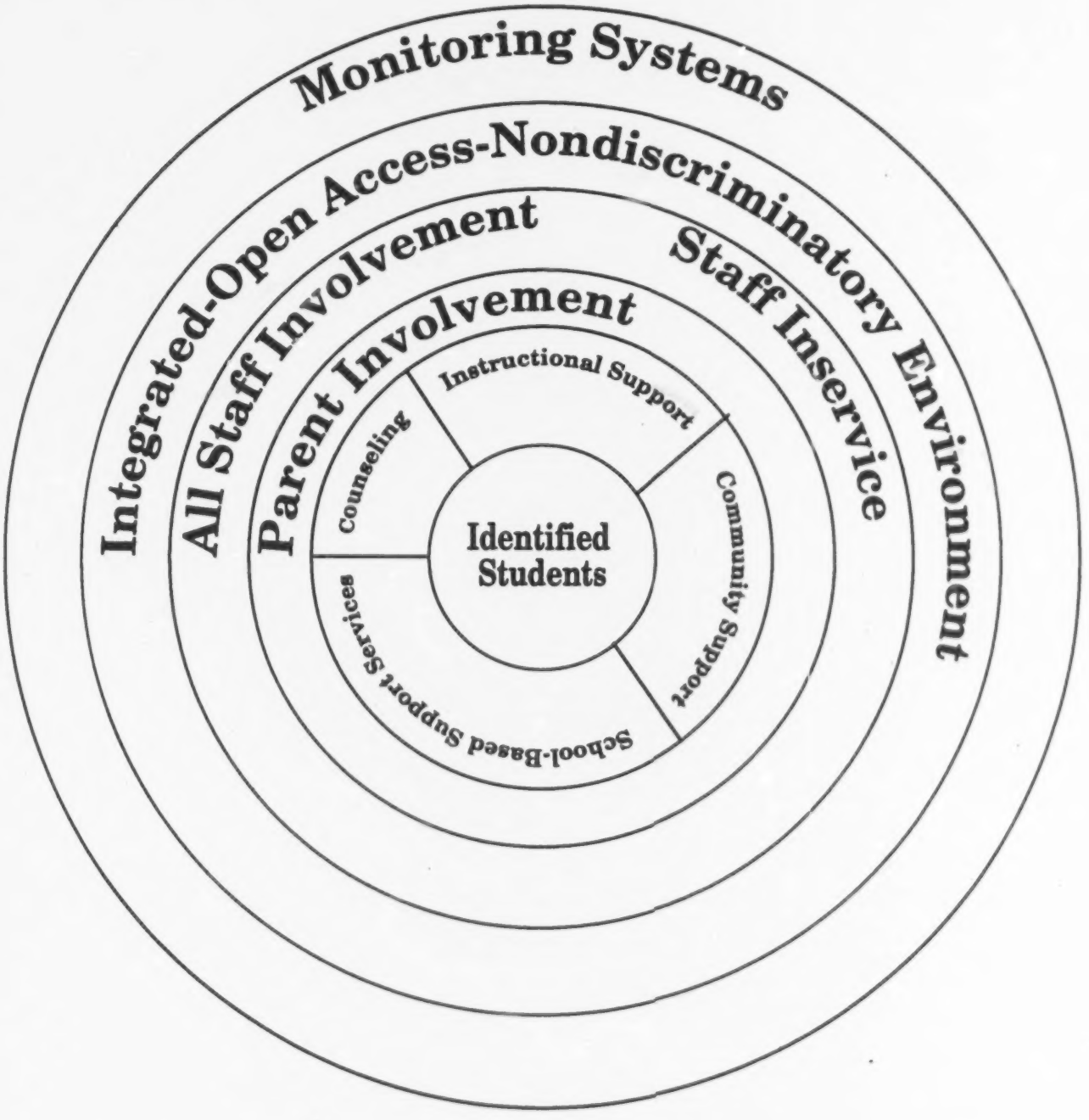
Provisions for At-Risk Students - The Iowa Standard

Iowa Administrative Code, Chapter 281--12.5(13), Provision for At-Risk Students. The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

A Diagram of the At-Risk Standard

The diagram which follows provides a pictorial representation of Iowa's standard for at-risk students. It is presented to assist persons to visualize the standard in its totality and how each of nine components might be sequentially organized for local planning. The visualization starts at the center and moves outward encompassing nine components. Local plans could be organized and sequenced accordingly.



Local Plans

The standard for at-risk students depicted in the previous diagram includes nine components which need to be specifically addressed at each educational level (K-12) within local education agencies. The nine components are:

1. Strategies for identification of at-risk students;
2. Special instructional assistance;
3. School-based support services (food and nutrition, health, psychological, social, speech, etc.);
4. Appropriate counseling services;
5. Coordination with community-based support services;
6. Strategies for involving parents;
7. Involvement of and inservice for all school personnel;
8. Compliance with federal and state nondiscrimination legislation; and
9. Provisions for monitoring behavioral, social, and academic improvements.

The local education agency plan for meeting this standard can be blended into a broad-based plan that addresses other new standards, such as counseling. In fact, the diagram and structure of the standard could be easily related to planning for all students. Whatever approach is used, the emphasis on the nine planning components should not be lost in the process. The nine components represent the structure that can and will be used for compliance reviews.

All local plans should include a system for the identification of students, a system to make recommendations for support, and a system for carrying out the recommendations to the extent possible given the resources available.

Local plans should acknowledge that change will occur and some flexibility will be needed to change local plans. Local practitioners should expect challenges but feel free to experiment and try different approaches and strategies.

By July 1, 1989, local boards must have adopted a written plan to address the at-risk standard, documenting coverage of the nine requirements in the standard at each educational level. The plan can be projected over a three-year period, incorporating a phasing-in process and using the first year for planning. Full implementation should be evident starting in the 1992 school year. Continuous updating of the plan is expected. Therefore, long range planning beyond three years is encouraged, and changes in the plan as to what and how services are provided are anticipated by the Department of Education. Local plans do not have to be filed with the Department of Education but must be kept locally for review. Although the standard requires a plan for K-12, local districts are encouraged to expand plans to include pre-kindergarten to grade 14.

A process for local action could be as follows:

1. Identify team members to address the standard. Teams from different buildings could be utilized to provide input into a district-wide system. All levels of education should be represented, with an administrator being a member of each team.

2. Prepare a plan to address the standard, using the first year to involve all staff in planning and development.

3. Approve the plan by local board action.

4. Establish procedures such as district wide meetings, building level meetings, and brainstorming techniques to involve all staff in planning activities and implementation strategies.

5. Complete an analysis of existing services, practices, and procedures to accommodate student needs. Include an analysis of existing policies and practices that may be contributing to student failure.

6. Identify goals and objectives for implementing all components of the standard.

7. Establish an implementation timeline of no more than three years to address all requirements of the standard.

8. Incorporate goals and timelines into a management plan for local use.

9. Review, monitor, and continue the process.

The checklist which follows can be used to guide local planning and/or identify priorities for a local management plan. It is consistent with the at-risk standard but expands the levels to preschool through grade 14, with emphasis on measureable outcomes.

- ☐ A system exists at all education levels (pre-K through 14) to identify those who need additional assistance to succeed.
  - — not expected to succeed (preschool)
  - — not succeeding (elementary - senior high)
  - — dropouts (grades 7-12)
  - — unproductive (grades 10-14 including post-school follow-up)

- ☐ A system to review school policies and practices that contribute to student failure is planned/implemented.

- ☐ Expected student outcomes (behavioral, social, academic) are identified in measureable terms for monitoring purposes.

- ☐ Support services are provided for those identified as being at-risk at all educational levels (K-12).
  - — instructional support
  - — guidance services
  - — outside agencies
  - — school-based support services (food and nutrition, psychological, social work, other)

- ☐ Parents and family are involved.
  - — at all education levels (pre-K through 14)
  - — different roles of parent involvement are encouraged

- ☐ All staff, professional and support, are involved at all levels (pre-K through 14).
  - — assigned objectives
  - — special assignments
  - — in-class modifications
  - — other

- ☐ A staff development program exists to assist all staff to better serve at-risk children and youth.
  - — at all levels
  - — professional and support staff involved
  - — full-time and part-time staff involved
  - — administrators at all levels involved

- ☐ Support services and education programs for at-risk students meet the requirements of state and federal non-discrimination legislation.
  - — students have equal access to support services;
  - — students are being served on an integrated basis, without discrimination on the basis of race, gender, national origin, creed, color, religion, disability, and parental/family or marital status;
  - — staff assignments do not discriminate on the basis of gender, race, national origin, creed, color, religion, disability, and parental/family or marital status;
  - — at-risk student data is collected on the basis of race, national origin, sex, and disability.

- ☐ A monitoring system exists to identify student progress in academic, behavioral, and social development at all educational levels.

The nine components of the at-risk standard are identified and discussed separately in the following section. The discussion reflects the thinking of consultants from seven different bureaus within the Department of Education and is offered to help local practitioners to address at-risk students at the local level. The ideas should be considered as a beginning and not as controlling all local initiatives.

The Nine Components: Specific Ideas For Consideration in Building Local Plans

#1

Strategies for Identification of At-Risk Students

The definition of at-risk students includes three distinct categories of students that should be considered by local practitioners. The three categories are identified in the chart below.

At-Risk Categories and Specific Criteria for Identification		
Not Meeting Goals in Education Program	**Not Completing High School**	**Not Becoming A Productive Worker**
Low achievement scores; below the 30th percentile or two years or more behind	Pregnancy	No identified career interests
Inability to cope with a full class schedule; low grades in one or more classes (below grade "C" or 2.0 on a 4.0 scale)	Teen parent	Course selection is highly random, leading toward no specific post-school training or career choice
Poor attendance; missing one day per week	Dropout	No reasonable career plans upon graduation or beyond graduation
Suspended or expelled two or more times	Culturally or geographically isolated; not able to interact with students of a different race or socio-economic background	No specific plan for post-high school training
Lack of friends	No extracurricular involvement	Low motivation to seek employment
Dislike for school; frequently mentions not belonging	Substance use or abuse; unhealthy physical appearance	Inability to keep employment; unacceptable work behavior
Sudden negative changes in classroom performance or social interaction	Inability to adjust to transition steps in the education process (elementary to junior high/middle school, or junior high/middle school to high school)	Unfamiliarity with and inability to use community service agencies
Poor organization of study habits; can't find homework, lacks necessary materials	Homeless	Low aptitude/skills for competitive work
Inability to pay fees, lunch tickets, transportation, materials, etc.	Frequently tardy	
Limited English proficiency	Transient (moves from school to school - within and outside the district frequently)	
Disabled and not succeeding as expected after being given support services by special education staff	Suicidal tendencies	
Difficulty meeting long-term goals	Negative peer influence (social crowd of dropouts, delinquents and/or poor achievers)	
Low motivation to complete assignments	Victim of overwhelming peer harassment	

The specific criteria for identification are examples of key factors that can be used to identify students who need additional help in grades K-12. The key factors overlap into each category of at-risk student. Therefore, the factors should be perceived as building upon each other. A student recognized as not becoming a productive worker could reflect characteristics listed in each of the other two categories. Likewise, students with failing grades may also display poor attendance and be unable to pay school fees. Conceivably, students could be classified from least to most at-risk based on the number of characteristics they display in order to prioritize limited services and resources.

Career potential is not specifically mentioned in the standard but is very much implied in the definition of at-risk student. Students at risk of not becoming productive workers need to be identified and given as much assistance as possible in career decision-making, course selection that will lead them somewhere, identification of career interests, post-secondary plans, financial assistance for training, and special assistance to upgrade aptitudes and skills for productive work.

The key factors listed in the chart can be determined at each level (elementary, junior high, senior high) from formal and informal procedures, assessments, and/or studies designed to predict and/or confirm student performance.

Strategies or procedures used for identification should account for students affected for short durations, such as those experiencing sudden trauma.

- Referral by teacher, family, counselor, support staff, peer, self, outside agency, or employer
- Testing (group and individual, formal and informal)
- Career assessment systems (aptitude, career interests, individual career planning, curriculum based assessments)
- Student assistance team models
- Centralized data analysis (achievement, ability to pay, low income, attendance, suspensions, grades, dropouts, homeless, follow up, extracurricular involvement)
- Student response checklists
- Learning styles analysis and peer helper identification systems

Strategies for identification should include or be followed by a system to make recommendations for needed support and a system to carry out the recommendations. Such a system could include one or more of the following:

- Suggestions for support services can be made part of the referral strategy, and referrals would be forwarded to a coordinator of support services, or teachers and counselors would assume the support roles necessary.
- One or more persons, such as a teacher assistance team, can be identified to receive data and coordinate support services or establish individual programs.
- A centralized system can be established to automatically recommend support services, and a central coordinator would assign tasks to staff, students, agencies, support personnel, etc.
- Student assistance teams can receive information and make or implement recommendations as needed.

Each of the examples above, except the first, needs a person or persons within the district to oversee and coordinate support services for students. Persons given the responsibility must have the flexibility and time to coordinate across all staff and be closely linked with administration for resource development. Specific consideration could be given to creating a new position and/or assigning existing staff the responsibilities. In any case, serving at-risk students will remain a responsibility for each separate facility in a district. Therefore, special assignments within each facility will most likely be necessary.

The identification of at-risk students should be complemented by an analysis of existing district policies and practices to identify factors in management and teaching that contribute to the lack of student success. Examples include forcing all students to maintain full-class schedules regardless of ability; allowing a limited number of credits to transfer in for high school completion; not allowing students to switch to other teachers teaching the same courses when the student

is failing; not allowing students to attend neighboring school districts on a tuition basis when failing; restricting all students to high school completion within the same timeline (age 17-18); and significantly reducing student assistance programs such as tutoring and remedial help beyond the elementary program. An inventory to assist local districts in the analysis of policies and practices related to student failure and dropping out is available from the Bureau of Federal School Improvement, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319.

#2
Special Instructional Support Services

Students who need help to succeed in academic classes should receive assistance by federal, state, and locally supported activities. Below are possible activities that could be considered:

- Preschool early intervention
- Transition programs (elementary to junior high, junior high to senior high, senior high to work or post-school training)
- Parent helpers in the classroom and at home with homework
- Computer-based tutorial assistance
- Pull-out remedial programs
- Learning centers (in-school and take-home)
- Small class ratios of 1:12 or less
- Peer tutoring
- Extended school days offering homework assistance
- Evening school
- Weekend classes or Saturday school
- Summer school
- In-class remediation
- Work experience and exploratory/vocational education offering applied learning experiences
- Child care while learning
- Community service projects for applied learning
- Cooperative learning allowing mixed ability grouping
- Contractual learning and personalized education plans

#3
Coordination with Community-Based Support Services

Schools are not expected to take care of all the needs of students. Other established community services should be utilized to assist students whenever possible. Multi-agency collaborative plans should be established to allow for continuous outside service and the modification of the school program when necessary to ensure student success in the school program.

Formal plans with agencies should be considered at all education levels to establish clear working relationships and responsibilities and to form some sense of accountability in helping students to improve their performance. These formal plans should be in writing to facilitate implementation and evaluation.

Specific agencies that should be considered include: Iowa Department of Job Service, Mental Health, and Human Services; area education agency support services; family planning agencies; substance abuse centers; rehabilitation services; YMCA; YWCA; crisis pregnancy centers; hospitals; churches; law enforcement; JTPA; county extension services; women, infant and children (WIC) programs; and maternal child health (MCH) clinics. Each school should identify the services available, the contact people, and the procedures that will be used to coordinate services, perhaps in the form of a directory or within staff handbooks. Joint meetings between the support agencies and school staff should be considered to facilitate working relationships and staff training. Whenever possible, agencies that can provide the person power to assist students within the school should be provided office space. In addition, students and parents should be educated about the services available and how to use them. This can include incorporating the information into curriculum.

#4
School-Based Support Services

Many of the basic needs of students and families, especially those at-risk, have been considered in the process of building existing school-based support services. Therefore, these services should be incorporated into local school plans. Area education agencies, which often provide many of the school-based support services for local districts, may need to be involved in the development of local plans. The following list indicates some school-based support services that might be considered.

School Based Support Services

Speech-language pathologist - Provides assessment and intervention services related to speech and language development as well as disorders of language, voice, articulation, and fluency.

School psychologist - Provides assessment, intervention, and consultation regarding students' behavioral, social, emotional, educational, and vocational needs. Provides group and individual counseling to students, parents, and families.

School social worker - Provides assessment and consultation regarding student and family social, emotional, and behavioral needs; intervention including individual, group, parent, and family counseling; and coordination of home, school, and community resources.

Special education nurse and/or school nurse - Provides assessment, planning, implementation, and evaluation regarding students' school health needs.

Consultant - Provides assistance in the development of curriculum and specialized instructional procedures, techniques, and materials for students experiencing academic and behavioral difficulties.

Work experience coordinator - Plans and implements sequential secondary programs for students requiring specially designed career exploration and vocational preparation.

School audiologist - Provides planning, counseling, coordination, and intervention strategies for students with hearing impairments.

School occupational therapist - Provides assessment and intervention strategies for students with physical impairments.

School physical therapist - Provides assessment and intervention relating to developmental and adaptive sensorimotor and gross motor competencies for students with physical impairments.

Food service personnel - Provide nutritious breakfasts, and lunches for all children, including low income students, children in child care settings, and special-dietary-need students.

#5

Appropriate Counseling Services

Appropriate counseling service includes the identification, monitoring, and provision of assistance to students regarding their personal, social, academic, and career/vocational development. The standard for at-risk students (4.5(13)) implies that these counseling services should be made available to at-risk populations to no less an extent than provided to other students and, to the extent possible, be provided as needed at the local level.

Two resources that can be used to structure counseling services are The Guidance Program Standard (12.5(21)) and the "Iowa K-12 Career Guidance Curriculum Guide for Student Development". Specific efforts should be made to link the counseling and at-risk standards to establish harmony within schools. Specific objectives for serving at-risk populations can be gleaned from the state guide, which identifies objectives for serving all students.

The guidance standard (12.5(21)) specifies that a K-12 guidance program be established to address personal, educational, and career development. The program should include counselors, instructional and non-instructional staff, students, parents, and community members in a full range of services. The requirements of the guidance standard are similar to the requirements of the at-risk standard: parent involvement; coordination with community services; involvement of all school personnel; provisions for monitoring academic, behavioral, and social improvements; and provisions for special instructional services.

The need for special assistance with personal, social, and career/vocational development characterizes the at-risk student. Therefore, strong implications exist for developing counseling services that are responsive to and effective in overcoming the problems of at-risk students in these two areas.

When developing a comprehensive guidance program, particular attention could be given to some specific issues which relate highly to at-risk students. Some examples of activities include:

- A district-wide crisis plan for sudden trauma such as suicide, death, and accidents
- Student assistance teams
- Support groups
- Peer helper program, including at-risk students as "helpers"
- Individualized career plans
- Individualized counseling
- Coordination of outside agencies
- Mentorship programs
- Programs to help parents to help their children
- Consultation with staff to assist in understanding and helping students

#6
STRATEGIES FOR INVOLVING PARENTS

The following chart identifies parent/guardian involvement as a multidimensional process involving parents/guardians and/or other significant family members in different roles with different degrees of complexity. All parents/guardians are perceived as needing help/guidance to assume any of the identified roles. The school can help all parents/guardians and significant others to assume any or all of the identified roles.

Parent/Guardian Involvement		
Roles	**Rationale**	**Activity Examples**
A. Valuer of Education Parent/guardian/family members are involved in performing basic obligations, such as registering, overseeing attendance, medical exams, responding to written or phone messages or providing messages to school to inform school of family situations which may affect educational performance of student/s.	Most parents work and are involved in other activities and have limited time to become involved in school matters and their attention needs to be captured. Many parents have to be shown how to become involved in school and to perceive school as an extension of their home environment, as unthreatening, helpful, and supportive.	<u>Basic Communications</u> • Positive notes, daily or weekly • Checklist of accomplishments • Personal letters regarding student progress, attendance, behavior, etc. • Activities to draw parents into school,such as plays, exhibits, athletic events, open houses, child's work nights, etc. • Home visits, personal or phone • Monthly or quarterly phone contacts
B. Supporter/Partner Parent is asked to contribute materaial goods, money to assist the school, purchase material for home study and/ or volunteer time. Parent continues to perform basic obligations identified in the role as valuer.	Teachers need allies and the allies they need most are parents. Parents are a child's first teacher and have the most potential to influence a child's development. Parents who don't know how to help are more comfortable starting out by making contributions.	• Food for birthday parties, holidays, special events • Purchase of appropriate material for home study area • Contributions for field trips, learning materials, etc. • Donations of learning aids for classroom use or home use • Special clothing for seasonal weather that can be given to needy students • Parental assistance in home work, both individual and in cooperation with other parents

Parent/Guardian Involvement		
Role	**Rationale**	**Activity Examples**
C. Co-Decision Maker/Advisor Parent is asked for time obligations beyond the basics to help their children learn. Parent provides input on school policy and programs to improve services. Parent continues to perform roles as valuers and supporters/partners.	Many parents do not possess the necessary group skills to work comfortably with organization activity requiring group work. Parents can be helped to achieve these skills. When given developmentally appropriate ideas about how to help (what to do and when), parents will try to help their own children at home, at school (day or evening or weekends), or in cooperation with other parents. The number of parents who serve as advisors or co-decision makers is small compared to the total number of parents represented in any community.	• Volunteer assistance to help in school • Volunteer assistance for parent/ teacher organization • Participation in advisory com mittees and prevention groups such as MADD (Mothers Against Drunk Drivers) • Respond to school surveys • Member of special advisory committees

Significant parent/guardian involvement should be approached in a very systematic fashion. Each teacher and administrator can be involved in identifying what is presently happening and determining what needs to be done. The following list may be helpful in assessing areas for improvement in parent/guardian/family involvement:

1. Location of the school

2. Staff and community ethnic backgrounds

3. Use of school facility as a community resource and a place for community events

4. Reputation of school, such as strong in discipline, strong in education, etc.

5. Student situations regarding:
   - Parents and guardianship
   - Serious trauma such as divorce or death
   - Economics
   - Racial and cultural backgrounds
   - Unsupervised time before and after school
   - New students in community
   - Disabilities and institutionalization
   - Mental health, social work, psychological, rehabilitation and other support services

6. Communication Systems:
   - Hotlines/phone systems
   - Report cards
   - Minority language newsletter
   - Grievances guidelines
   - Test results reports
   - Discipline rules/guidelines
   - Rights and responsibilities publications
   - Parent conferences
   - In-service training for teachers and parents
   - Parent/student handbooks
   - Parent surveys

7. Outreach Services:
   - Parent meetings outside of school hours
   - Evening and weekend events for working parents
   - Inservice on how to deal with trauma such as divorce and suicide
   - Parent/student counseling groups and homework groups for joint discussions/problem solving
   - Home and community site visits to allay fears
   - Intervention for uncooperative parents
   - Principal substituting for teachers to free teachers for home contacts
   - Assistance with babysitting and transportation so parents can attend school events

#7
"Involvement of All School Personnel"

All school personnel are expected to provide support and assistance for all students, including those identified as being at-risk. Plans for providing and improving services for at-risk students should reflect efforts by all staff in a comprehensive effort as opposed to segregated and pull out program models involving a few staff.

Involvement of all school personnel implies that at minimum each staff member assumes responsibility for planning, identification, and monitoring and for providing some type of support service and maintenance of an integrated education environment in compliance with federal and state nondiscrimination legislation. Of most importance is that all staff be involved in planning the identification process and in identifying the support services which will be provided and those which should be added to improve student performance. Their involvement will foster ownership. This could very possibly be an annual activity facilitated by administrative staff. Potential objectives for all staff can also be gleaned from parent involvement, monitoring student progress, coordination with community-based support services, in-service training, and provision of appropriate counseling services.

A common problem of some staff is the teacher/student ratio. Some teachers serve over 150 students per day and lack time to devote to students who need additional support. Some support service activities that involve minimum time but benefit students at-risk are identified in the list below. These activities could possibly be assumed by teachers who are serving large numbers of students.

- Once per week over nine weeks, contact one assigned at-risk student to assure that someone cares about them as an individual.
- Once a month, call a parent of an assigned at-risk student.
- Send short, positive notes home, identifying student success or short notes on how to help with homework.
- Engage peers in cooperative learning/tutoring.
- Utilize computer programs for tutoring, remedial help, and additionalinstruction time.
- Provide in-class practice exercises with the specific objective to assist the most needy in the time provided.
- Include low achievers in class participation and encourage their interaction by using questioning techniques involving opinion and evaluation.
- Help all students review for tests, with specific attention given to those most likely to fail.
- Utilize classroom learning centers as much as possible to maximize individualized learning and assistance.
- Remember student names and use the preferred name when interacting with students, particularly in learning exercises.
- Teach study skills in the content of subject matter; utilize reviews in class incorporating the study skills.
- Present information/directions using as many learning modalities (hearing, seeing, touching or manipulation, speaking) as possible.
- Deliberately select learning experiences with the greatest likelihood of success to minimize the possibility of failure.

#7 Continued
Inservice For All School Personnel

All full- and part-time professional and nonprofessional staff should be annually engaged in a minimum of one training program to increase their potential to assist students identified as at-risk. Such training can be included in annual staff development training programs and/or be provided by individual scheduling throughout the year. The following list indicates potential staff development ideas than can be incorporated into local plans.

1. TESA - Teacher Expectations and Student Achievement
2. GESA - Gender/Ethnic Expectations and Student Achievement
3. P.I.M. - Positive Impact Model
4. Madeline Hunter model of instruction
5. Identification and referral of at-risk students, including abused, limited English proficiency, and homeless
6. Shared collaboration between school and service agencies staff
7. Peer counseling/tutoring/helper programs
8. Outcomes based education
9. Project TEACH
10. Project PRIDE
11. Understanding family functioning/diversity
12. Teaching through learning channels
13. Accelerated Schools Model
14. Teacher/student interaction time for problem solving
15. Emergency health care
16. QUEST
17. Substance abuse identification/intervention
18. Parent communications/involvement
19. Teachers as counselors
20. Multicultural non-sexist education
21. Job clubs/career development/post-school planning
22. Learning centers-individual contracting
23. Behavior modification techniques
24. Computer assisted instruction/tutoring and remedial software
25. Student assistance teams
26. Cooperative learning
27. Hotlines and community volunteer assistance programs
28. Business and industry adopt-a student/school programs
29. Early prevention of school failure
30. Chronic health problems/suicide including high risk populations such as homosexuals

Staff development should also allow time for individual input and planning on local problems. Significant dialogue should occur among all staff at the local level to achieve ownership and a commitment to make a difference. Expertise at the local level often matches that from outside sources.

#8
Compliance with Federal and State Nondiscrimination Legislation

When combined, the federal and state nondiscrimination legislation (see page 23) encourages that attention be given to at least four areas with regard to the standard for at-risk students: placement processes which ensure equal access to education programs and support services; programming which promotes integration rather than segregation; the collection and analysis of student data on the basis of race, national origin, gender, and disability; and the proper hiring and placement of staff with regard to sex, race, national origin, creed, color, religion, disability, and parent/family and marital status.

The at-risk standard requires that a monitoring system be established to determine the progress of at-risk students. The standard also requires that inservice training be provided to all staff. Both of these areas should be developed with respect to nondiscrimination legislation to assure that all staff are kept abreast of teaching and placement practices that are sensitive to discrimination and that consistent information is generated to help staff make adjustments as necessary.

The following chart indicates some possible strategies to promote integration and avoid segregation.

Activities Related to Achieving Integration of All Students

Activities Promoting Integration	Activities To Avoid Segregation
Develop individual education plans	Use more than one criteria for identification
Use positive labeling: success rather than at-risk	Decrease the number of prerequisites for entry to program
Allow open entry and exit for support programs and services	Review teaching practices
Use peer assistance	Avoid ability grouping
Use cooperative learning	Avoid dress codes not sensitive to cultural differences
Encourage parent collaboration	Avoid charging fees or supplement when fees can't be paid
	Provide support services allowing integration

#9

Provisions for Monitoring Behavior, Social, and Academic Improvements

Some students, once identified as being at-risk, may not remain at-risk throughout their school career. However, some students may need constant support until they leave school. Therefore, a monitoring system is needed to allow for the constant review of student performance. A constant review will allow for the entry and exit of students as needed.

Provisions for monitoring can include formal and informal assessments and/or studies at each level (elementary, junior high or middle school, and high school) to verify student progress resulting from the support services provided. Examples of monitoring systems are identified in the following list.

- Follow up studies
- Behavior checklists
- Achievement testing on a pre/post basis
- Peer observation
- Individualized education/career plans
- Report cards, including the review of defined behaviors
- Letters or notes sent to parents or guardians
- Recorded observation of performance
- Attendance records
- Assessments and/or communications with cooperating agencies
- Student/parent evaluations of services provided
- Records of economic assistance provided students for fees, materials and supplies, transportation, etc.
- Centralized databases or centralized records
- Student feedback questionnaire system

Existing databases may be used for monitoring the academic, behavioral, social, and career development improvements of at-risk students. However, existing databases are not structured well enough to accommodate all aspects of behavior that need to be monitored. Therefore, multiple strategies for monitoring students are recommended, including the involvement of parents by an observation system.

Monitoring systems should be based on factual information that can be documented and that is consistent with state and federal legislation regarding student records.

Appendix

Questions and Answers:

Do programs for at-risk students have to include preschool services?

No. However, preschool assessments are recommended to determine services necessary at the kindergarten level. In some school districts, model preschool programs are being developed for at-risk children. At-risk prekindergarten students are children who, because of physical or environmental influences, are at-risk of entering the education program at the kindergarten level lacking the development necessary to succeed.

Can districts or other agencies combine programs/services to satisfy the standard?

Yes. Joint planning and shared programming and staff development among districts, area education agencies, community colleges, business and industry, and community service agencies are encouraged within the standard.

Do existing special education programs satisfy the standard?

In part. The standard designates that services be provided to all at-risk students, including those who are not disabled. Some disabled students, such as dropouts from special education programs or those who become law offenders, often need help beyond what the existing special education delivery service can offer. Consequently, services beyond existing special education programs are necessary and implied.

Must schools develop new programs or can existing practices satisfy the standard?

Existing practices at all levels of education should be documented before moving toward new program development.

Are area education agencies responsible for monitoring local district programs?

No. Area education agencies will assist local districts to develop programs and support services required under the standard. The Department of Education will assume responsibility for monitoring compliance with the standard.

What can districts do for students who drop out?

Districts can provide student follow-up and alternative placements in districts with alternative schools, community college offerings, and/or private schools.

Major Educational Equity Legislation

Affecting Iowa Schools

Federal Legislation:

Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the grounds of race, color, or national origin in educational agencies receiving federal funds. It covers admissions, access to courses, programs and school activities, and board and administrative policies. The agency responsible for enforcement is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972. Title VII prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in educational agencies with 15 or more employees. Areas such as recruitment, hiring, promotion, salaries, benefits, and retirement are covered. The agency responsible for enforcement is the Region VII Office of the Equal Employment Opportunity Commission in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title IX of the 1972 Education Amendments. Title IX prohibits discrimination on the basis of sex against students in educational programs within educational agencies which receive federal funds. Areas such as admissions, access to program, counseling practices, school activities, and student treatment are covered. The regulation requires a local grievance procedure for the handling of complaints. This procedure may be used, or complaints can be filed with the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984 prohibit discrimination on the basis of sex in vocational education programs. The law requires nondiscrimination components in all vocational education plans.

Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of handicap in any educational program receiving federal financial assistance. The compliance agency is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Civil Rights Restoration Act of 1987 restored, through legislative action, the interpretation that Title IX, Section 504, Age Discrimination Act of 1975 and Title VI of the Civil Rights Act of 1964 applied to all parts of an institution that received federal financial assistance.

Iowa State Legislation:

Chapter 280.3 - Uniform School Requirements - Iowa Code. Chapter 280.3 prohibits discrimination on the basis of race, color, creed, sex, marital status, or national origin in the public schools of Iowa. It covers all components of the educational program. The Iowa Civil Rights Commission and the Iowa Department of Education are the enforcement and monitoring agencies.

Chapter 256.11 - Iowa School Standards - Iowa Code. Chapter 256.11 defines the minimum standards for the approval of public and nonpublic schools in Iowa. This legislation is affirmative in that it requires that all school programs be taught from a multicultural nonsexist perspective. Section 281-12.1(1) 12.7(2) of the Department of Education Administrative Rules sets the standards for this legislation. This legislation is unique in that it pertains to curricular programs as well as policies. The Department of Education is the monitoring and compliance agency for maintenance of minimum educational standards and has technical assistance responsibilities.

Chapter 601A.9 - Civil Rights Commission - Iowa Code. Chapter 601A.9 prohibits discrimination on the basis of race, sex, national origin, creed, color, religion, disability, and parental/family or marital status in educational programs in Iowa. It includes admission and recruiting, intramural and interscholastic athletics, employment, and all educational programs. The enforcement agency is the Iowa Civil Rights Commission. The Department of Education has monitoring and technical assistance responsibilities.

Chapter 280.4 Uniform School Requirements - Iowa Code. This Section of the Code requires that bilingual or English-as-a-second language programs be provided for students whose primary language is not English. Section 281.60 of the Department of Education Administrative Rules sets the standards for these programs. The Department of Education has monitoring and technical assistance responsibilities.

Section 19B.11 Iowa Code. This legislation confirms the state policy of nondiscrimination in employment in school districts, area education agencies, and merged area schools. It requires that the State Board of Education adopt rules requiring affirmative employment strategies in the recruitment, appointment, assignment, and advancement of personnel, covering race, creed, color, religion, national origin, sex, age, and disability.

12.1(1) Educational Units Covered by Standards. These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade twelve school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade twelve schools operated under nonpublic auspices. "School" means prekindergarten to grade twelve of an elementary-secondary education program. Equal opportunity in programs shall be provided to all students regardless of race, national origin, sex, or disability. Each board shall take affirmative steps to integrate students in attendance centers and courses. In order to monitor progress, district attendance centers and course enrollment data shall be collected on the basis of race, national origin, sex and disability, and be reviewed and updated annually.

DEFINTION OF TERMS

At-Risk Student

Any identified student who is at risk of not meeting the goals of the educational program established by the district, not completing a high school education, or not becoming a productive worker. These students may include, but are not limited to, dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minority students, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

School Personnel

Professional and support service employees of the district. Professional employees are full-time and part-time certificated staff, including administrators, curriculum coordinators, consultants, teachers, nurses, counselors, psychologists, social workers. Support service employees are certified and non-certificated full-time and part-time staff, including teacher aides, volunteer associates, food service workers, custodians, child-care workers, security officers, study hall monitors, bus drivers, and others.

Support Services

Special assistance provided at-risk students by the school program, community- based service agencies/organizations, area education agency support personnel, and parents and guardians.

Plan

A written document adopted by the local board of education documenting coverage of nine requirements in the standard (12.5(13)) at each education level (elementary, junior high, senior high) and a continuous process for review for improvement of services at each level.

SECTION VI

INVENTORY OF POLICY AND PRACTICES RELATED TO STUDENT FAILURE AND DROPPING OUT

Inventory of Policies and Practices Related To Student Failure and Dropping Out

Iowa Department of Education

1989

It is the policy of the Iowa Department of Education not to discriminate on the basis of race religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

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Inventory of School Policies and Practices Related to Student Failure and Dropping Out

This inventory was developed to serve as a working tool to help local education agencies to review existing policies and practices in six different areas that may be negatively affecting student performance, especially in grades 7-12. The six areas are: instruction, discipline, support services, attendance, student activities, and school/community relations. The inventory represents a direct response to school research, publications, and dialogue on the need to develop more positive learning environments for all students.

The content of the inventory was developed under a grant from the Education Commission of the States allowing input from a thirteen member task force and 237 student dropouts enrolled in seven different alternative schools throughout Iowa. Time limitations naturally prevented an exhaustive review of all policies and practices and potential alternatives. Therefore, the content is considered a beginning base to work from and should be revised and modified to accommodate new information to best meet the needs of local practitioners.

The format of the inventory identifies a policy or practice, the potential negative effect on students, and possible alternatives to the policy or practice. It allows the user to identify whether or not the policy or practice is a perceived problem and what action should be taken locally.

Local administrators and school board members are encouraged to use this inventory to gain information to help design local plans for at-risk student services. Students, teachers, parents, business persons, community agencies, and other interested persons could be involved to help develop consensus on local problems and solutions to the problems. The questionnaire in this inventory, which was used to help develop it, serves as an example of how information could be collected from students at the local level. Other suggestions for use of the inventory include:

- Local boards of education could schedule time to review one section of the inventory at a time during regularly scheduled meetings. This process may be more productive than trying to do the entire inventory in one setting.

- Involve all professional staff in the process of responding to the inventory through scheduled staff development. Allow time for the staff to complete the entire inventory or one section at a time. Encourage staff to make recommendations, allow time for discussion of the recommendations, and establish group consensus for final decisions. Prioritize decisions and set goals that can be realistically accomplished given the time available.

- Develop a similar format, identifying local policies for each education level, and have students and other community persons analyze the policies with regard to negative effect on students and suggest potential alternatives to the policies.

- Revise the enclosed student questionnaire and use it with all students. Prioritize policies and practices by using the total number of student responses. Specifically work on the top ten or top five policies depending on local capability.

Instruction				
Policies and/or Practices	**Negative Effects**	**Alternative**	**Local Analysis**	
			Problem Yes/No	**Objective**
Minimum course loads for all students.	Causes students who are not ready for full course loads to fail in one or more classes. Encourages truancy/ tardiness.	Allow reduced loads for students in special cases after conferences with parents/guardians.		
Teaching styles and learning styles of students not matched.	Establishes stressed relationships between students and teachers. Reduces student performance. Establishes an "I can't learn attitude." Causes discipline problems.	Provide collegial teaming to improve instruction. Allow time for matching teaching styles and learning styles. Schedule students based on teaching/learning styles. Allow students to change teachers, especially when failure exists and teacher/ student conflict restricts learning.		
Tracking Ability grouping	Characterizes some students as "losers." Locks students into ability groups, preventing movement into other ability groups. Creates feelings of inadequacy. Limits the perception of students about their potential ability and aspirations for future opportunities.	Group students flexibly, allowing mixed ability groups and dynamic, cooperative learning. Allow voluntary course selection with guidance.		

Instruction				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Promotion based on strict credit attainment to achieve grade level.	Causes students who do not reach strict attainment level to repeat entire grade. Establishes student doubts that they belong in school.	Promote students on the basis of partial credit attainments. Require students to repeat only deficient areas. Establish alternative promotion programs, allowing students to catch up to age peers by Saturday schools, before school/after school tutoring, etc.		
No more than two credits allowed to be earned by correspondence or equivalency programs from other institutions.	Limits options for completing a high school education. Discourages students from trying.	Allow unlimited transfer of credits as long as the credits are judged equivalent to local credits.		
K-12 retention.	Reduces self esteem. Causes permanent negative effect on performance.	Transfer students to a classroom with fewer students, more individual attention, and special resources. Provide competency-based curriculum in multi-grade groupings. Provide an early readiness program to overcome development lags. Practice no retention after first grade; individualize programs starting at grade 9 based on projected plans (academic, personal/social, career/vocational) and parent/guardian input. Allow promotion with remediation in a given skill area, possibly in an alternative setting.		

Instruction				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Absence of transition programs for students experiencing a change of buildings and staff as they move from one level of education to another or as they move laterally.	Reduces student's sense of place or belonging.	Establish transition programs to assist students experiencing: a) a change of buildings and staff (elementary to junior high, junior high to senior high, senior high to post-secondary) b) restructuring of grades c) departmentalization d) transfer between school districts e) returning from long term illnesses or institutionalization		
Increased requirements for graduation. Increased ratio of mandatory classes to electives.	Increases chances of failure for those not academically inclined. Restricts student options in elective areas such as vocational education.	Allow mandatory requirements to be met through a network of electives, including vocational education. Allow articulation with other secondary and post-secondary institutions to satisfy graduation requirements.		
Expanding the number of classes that students must take in a given day. Scheduling all students to graduate from high school by the age of 17 or 18.	Increases student stress in trying to meet schedule demands. Increases chances of failure in one or more classes. Causes difficulties in meeting homework demands.	Expand options to meet the demand for increased requirements, such as expanded school year, Saturday school, extended graduation program to age 21, evening school. Provide students a choice to graduate by the age of 21.		

Instruction				
Policies and/or Practices	**Negative Effects**	**Alternative**	**Local Analysis**	
			Problem Yes/No	**Objective**
Defining the school day as 7 a.m. to 4 p.m. only.	Eliminates options for students who must work to satisfy basic needs.	Develop schedules to accommodate students' needs.		
Passive teaching practices such as lectures, monitoring seat work, and preparation for assignments.	Limits student achievement. Establishes and reinforces student passiveness. Negates students attaining and maintaining a sense of relevancy.	Increase the interaction between students and teachers and students and administrators by open discussions in classes, evaluative and opinion questioning, feedback on work performed, and more projects necessitating people/community interaction.		
Classroom instruction, guidance and teacher/ student interaction that is not sensitive to gender differences and that favors boys over girls.	Lowers performance levels of female students. Limits curriculum choices of females. Leads to low self-esteem of female students. Causes pregnancy to become an escape mechanism. Channels females into training leading to lower-paid jobs.	Provide gender-free training for staff to change classroom instruction, guidance, and student/teacher interaction. Encourage females to enter nontraditional training areas, such as science, math, computer courses, managerial and technical trades, and professional career areas. Provide counseling to enhance girls' self esteem. Provide instruction that encourages group activities and collaboration that complements female cognitive development.		

Instruction				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
No alternative education plan for those who drop out of school.	Reduces number of students who return to school. Dropouts experience high unemployment and/or low entry level employment. Reduces participation in community activity. Contributes to criminal activity.	Follow up all school dropouts. Develop individual plans for students to complete a high school education by existing resources. Coordinate with business and industry and community agencies to provide an alternative school.		
Requiring all students to fulfill physical education requirements before graduation.	Causes students to fail physical education because they are embarrassed by the clothes they have to wear, are afraid to shower, can't afford proper dress or foot attire, or are embarrassed by showering together.	Provide alternative ways for students to complete physical education objectives, such as personal exercise programs, participation in community sponsored activities, etc. Provide proper physical education attire for students who can't afford it. Provide for private showering if needed, or eliminate requirement to shower. Provide clean, neat clothing for students who need it and will accept it. Allow a variety of attire for physical education to accommodate students.		
Reassigning teachers through reduction-in-force actions to positions in which they have little interest or motivation.	Negative attitudes of teachers conveyed to students. Causes teachers to do an inadequate job and students to lose interest.	Provide staff development to prepare teachers to function adequately.		

Instruction				
Policies and/or Practices	**Negative Effects**	**Alternative**	**Local Analysis**	
			Problem Yes/No	**Objective**
Grading system based on grade points and reports by letter grades only.	Discourages students because grades are not sensitive to or do not reflect student progress. Creates inconsistent demands on students. Reduces self-esteem. Reinforces feelings of alienation.	Provide for alternative grading practices, including checklists of competency attainment, and letters to parents identifying specific progress. Establish consistency between teachers in how grades are calculated.		
Prerequisite courses.	Discourages students from taking courses and trying new areas.	Establish prerequisites only where absolutely necessary. Allow exceptions to prerequisites where student backgrounds may suffice for prerequisites. Allow exploratory periods.		
Unlimited homework assignments. Applied practice and study exercises expected to be conducted as homework the majority of the time.	Causes slow-learning students to be overwhelmed by homework. Results in failing grades/ loss of credits. Prevents students from developing adequate study habits.	Establish class time for practice and study exercises. Provide after school, before school, and weekend supervised study areas. Implement a phase-in system, gradually increasing homework expectations from elementary through secondary. Allow reduced class loads, allowing students more time to keep up and do well.		

Discipline				
Policies and/or Practices	**Negative Effects**	**Alternative**	**Local Analysis**	
			Problem Yes/No	**Objective**
Discipline and punishment carried out by teachers and principals only.	Reduces students' responsibility for good behavior. Causes students to feel powerless and alienated.	Allow student input into designing rules and punishment for behavior. Allow student involvement in discipline and punishment. Meet with students throughout the school year to discuss rules, responsibility, and plans for change. Implement "quality of school life" programs.		
Teachers in departmentalized programs with their own rules for discipline.	Creates different expectations in each class, confusion, and mixed reactions.	Establish common rules that all staff can agree upon. Limit the number of rules to as few as possible to avoid over emphasis on rules and punishment.		
Counseling services limited to crisis situations. Counseling staff required to do administrative assignments, taking time away from direct interaction with students.	Limits students' access to counselors. Students recognize counselors as not being helpful. Reduces help when students need it.	Provide counselors with para-professional and secretarial help to encourage more time with students. Establish a counseling program involving all students. Establish counseling as a service across all staff. Lower counselor/student ratios. Target students for increased help.		

Discipline				
Policies and/or Practices	**Negative Effects**	**Alternative**	**Local Analysis**	
			Problem Yes/No	**Objective**
Corporal punishment applied liberally by administrators and/or teachers.	Establishes fear in students about attending school. Creates feelings of being abused or misused.	Establish clear guidelines on when corporal punishment can be used. Apply corporal punishment conservatively.		
Absence of clear, written communication on rules and discipline.	Creates misunderstanding about the consequences of behavior. Prevents students from filing a grievance and participating in due process.	Clearly communicate expected behavior and consequences of positive/negative behavior to students and parents. Reward proper, expected behavior. Establish grievance procedures. Establish written guidelines for students and parents on due process and rights and responsibilities. Incorporate model rules found in work places. Categorize rules by consequences/rewards. Example: Behavior disruptive to the learning environment yields severe consequences. Behavior not disruptive to the learning environment yields flexible problem solving.		

Support Services				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Tutorial and remedial assistance provided only through the elementary grades.	Failure in class work. Reduces achievement gains. Loneliness in having to face failure alone. Reduces feelings of success and belonging. Reinforces feelings to escape and drop out.	Continue tutorial and remedial assistance at the middle, junior high, and senior high level. Increase paraprofessional help within classrooms at the middle, junior high, and senior high school level. Establish learning centers that accommodate all students and that supplement study hall time by offering individual help. Create before- and after-school and weekend assistance, including transportation, if needed. Establish tutorial hot lines and peer assistance programs at the middle and high school levels.		
Fees for materials, tools, or equipment for classes.	Causes students to get behind in studies. Creates feelings of inadequacy, embarrassment, low self-esteem. Contributes to criminal behavior.	Provide all basic needs, books, materials, tools, equipment, travel. Offer paid work experience in and out of school. Establish a fund to provide for students who do not pay.		

Support Services				
Policies and/or Practices	**Negative Effects**	**Alternative**	**Local Analysis**	
			Problem Yes/No	**Objective**
Attendance policy which allows out-of-school suspensions and/or expulsions. Students encouraged to drop out of school instead of offered options.	Gives students a reward for poor behavior. Has little correction effect. Excuses students from doing school work/ homework. Encourages students to stay away from school.	Contract with community organizations to promote attendance and offer personal attention to truant students. Positively encourage attendance by home visits, telephone calls, attendance team to monitor truants, individual contracts for improving behavior, intervention counseling. Recognize and reward good attendance. Follow due process if student expulsions are unavoidable. Provide in-school suspensions in which the education program continues. Place students in alternative settings to continue work, such as Saturday school, school within a school.		
Computerized scheduling with no personal contact between staff and students.	Causes personality conflicts. Causes adjustment problems in trying to meet expectations.	At minimum, allow all at-risk students to schedule classes through personal contact. Allow for a mix of different grade level students.		

Support Services				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Scheduling students to go from class to class without spending more than one class with the same group of students or the same teacher.	Offers little opportunity for consistent interaction with peers or same teacher. Causes students to believe they won't be missed and cut classes. Places students in classes with few or no friends.	Use flexible block scheduling, reducing fragmentation of school day.		
Special education placement without required pre-staffing with students and parents.	Causes students and parents to be overwhelmed and confused when involved in staffing, not knowing their options and rights. Lessens student and parent control in placement in and leaving programs.	Complete pre-staffings to inform parents and students of their rights and provide orientation to staffing. Coach parents and students on questions to ask.		
Pregnant students counseled out of regular school.	Diminishes student rights. Creates feelings of discrimination. Lowers self esteem. Limits education options.	Allow pregnant teens to remain in regular program if so desired and medically safe. Allow pregnant teens to make individual choices regarding regular vs. alternative schooling. Allow adjusted scheduling and/or modified school day. Provide separate programs for pregnant teens on a choice basis. Link day care services with school to allow teen parents to complete schooling.		

Support Services				
Policies and/or Practices	**Negative Effects**	**Alternative**	**Local Analysis**	
			Problem Yes/No	**Objective**
Little or no help for students involved in substance use and abuse.	Causes students to drop out of school to support a substance abuse habit. Results in sudden or prolonged failure from substance use/abuse behavior. Decreases feelings of self worth. Increases frustration in seeking and finding help. Lessens ability to identify advocates in the school who can help.	Provide assistance and referral services by student assistance teams and other means. Increase student and parent awareness to prevent and limit substance use. Develop formal plans with support and treatment services from outside the school. Allow adjustments in student programs to accommodate treatment and also ensure success in school.		

Attendance				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
A limit on the number of absences any student may have for illness, out-of-school suspensions, and travel.	Promotes truancy in students who know they have a certain number of days they can be absent. Ignores cultural, religious, and important family functions. Ignores health problems that students and parents cannot control.	Place no quotas on absences. Expect all students to attend the required days. Provide for religious, cultural, and family involvement activities, accepting parent requests for absences. Reward good attendance, including students who have acceptable absences. Assist parents and students immediately if an unexcused absence occurs and student performance is at risk. Establish a plan for how make-up work will get completed.		
Punishing student truancy by out-of-school suspension or lowered grades.	Pushes students out of school. Creates a feeling of not belonging. Establishes a posture that the opportunity to learn will be taken away rather than fostered. Indicates that learning will not be recognized if other behavior is unacceptable.	Provide assistance and referral services by student assistance teams and other means. Provide reasonable consequences for truancy violations. Provide opportunities to make up work by Saturday school, evening, or early bird programs. Assist students to get to school. Create incentive programs to encourage attendance. Reward academic achievement and behavior separately.		

Attendance				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Runaways, shelter residents, and students living with a friend not accepted as students until records are transferred from another district and/or proof of residency can be established.	Lessens valuable learning time. Reinforces feelings of not belonging. Reduces self esteem. Reduces motivation to want to go to school.	Accept and serve students while seeking records, establishing guardianship, and establishing residency.		

Student Activities				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Student recognition programs that limit recognition criteria and exclude many students from recognition.	Establishes feelings of alienation. Discourages student's sense of commitment to school. Sets the stage for leaving school.	Establish recognition programs for personal/ social achievements and contributions or services to the school and community. Establish broad-based recognition programs that go beyond material rewards, such as pictures in the news, honorable mention by announcements in school and on radio, posted work, personal notes to parents/guardians, pats on the back, and special guests in community club functions.		
Dress code insensitive to social changes, cultural diversity, or religious backgrounds.	Establishes feelings of nonacceptance. Promotes peer pressure to not respect certain dress. Encourages students to challenge the system.	Allow any dress as long as it does not promote profanity or negatively affect the learning environment. Establish different dress days to reflect work place dress, cultural differences, etc.		
Limiting enrollment in extra-curricular activities. Participation fees and insensitive participation rules.	Reinforces a feeling in students that they are not good enough. Discourages students from wanting to enter extra-curricular activity. Embarrasses low-income students who are unable to pay. Decreases student participation.	Provide extra-curricular activities, encouraging maximum involvement of all students on a no-fee basis. Provide enough groups to accommodate all interested students. Coordinate with community agencies, parents, and business leaders to provide for constructive extra-curricular activity. Sensitize enrollment practices to cultural differences and personal needs.		

School and Community Relations				
Policies and/or Practices	**Negative Effects**	**Alternative**	**Local Analysis**	
			Problem Yes/No	**Objective**
Absence of or limited formal plans linking school with community agencies.	Limits students knowledge of agencies and services outside of school that can help them. Limits students' access to outside outreach services. Causes community services and school services to clash, negatively affecting the student's progress. Limits teachers' knowledge of what services are available and how to use them to benefit students.	Develop a formal plan of how the school and agencies can work together. Develop alternatives for students to receive services and go to school and achieve success. Initiate continuous inservice programs involving collaboration between school and service agencies.		
Reduced parent involvement in school programs at the middle/ junior high and senior high levels.	Reduces effort at home to complement the teacher's work. Reduces family sense of involvement in and importance of education. Reduces sense of belonging by parent and student.	Involve parents at one or all of three possible levels, letting them know what is going on, asking them to contribute, and asking them to be involved continuously. Provide programs to help parents help their children learn. Provide student/parent team programs, allowing parents and students to learn together . Involve teachers in activities that link the school activities with parents.		
Failure to incorporate students' cultures into school routines.	Discourages minority students by not recognizing their importance or ability to contribute. Creates and reinforces a feeling of not belonging.	Incorporate cultural recognition into classes. Implement special activities to recognize the current life situations and contributions of different cultural groups.		

School and Community Relations				
Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Failure to establish role models within the teaching staff that reflect the cultural diversity of the community/student enrollment.	Reduces minority students' ability to form a sense of identity with positions of authority and decision making. Reduces majority students' ability to form a sense of identity with different cultural role models in positions of authority and decision making.	Adopt policies requiring that faculty and staff represent the racial makeup of the student body in every school. Hire para-professionals or incorporate volunteer assistants to supplement the staff to meet cross-cultural demands. Develop teams of teachers made up of different cultural backgrounds to teach, address student problems, counsel, coordinate community services, etc.		
Reporting to parents and guardians without notice to or involvement of the student.	Establishes distrust of adults. Violates privacy. Causes feelings of being watched. Causes feelings of not being responsible enough to be involved. Causes rejection and intimidation.	Inform students when parents are contacted. Involve students in communicating with parents/guardians. Let students assume responsibility to forward messages and design solutions to problems.		

This questionnaire can be used with students to help guide professional decisions regarding changes in policies and practices. Student responses can be ranked and utilized to prioritize policies and practices needing change.

Student Questionnaire

The school district is doing a study to determine what things school districts do to influence students to drop out rather than stay in school. Please place a check by all of the statements below that describe something that influenced your decision to drop out of school. Also place a check by any statement that describes something that caused you to not do well in school.

_____ 1. The school did not accept credits earned by correspondence.

_____ 2. I was retained one or more times before dropping out.

_____ 3. I had to be a full-time student with a full schedule.

_____ 4. The groups I studied with were considered low ability.

_____ 5. When I failed a grade I had to repeat everything rather than just the classes I failed.

_____ 6. Because of my pregnancy I was encouraged to leave.

_____ 7. Out-of-school suspensions and/or expulsions were a way to get out of work.

_____ 8. The way I dressed was not acceptable.

_____ 9. Teachers did not teach me the way I could learn.

_____ 10. The scheduling system did not allow me to choose my classes or teachers.

_____ 11. The number of required classes was increased to the point where I could not keep up with the work.

_____ 12. I had to take too many classes each day.

_____ 13. The school did not allow me to go part time and work part time.

_____ 14. Rewards were only given to students with good grades.

_____ 15. Teachers lectured most of the time.

_____ 16. Counselors and teachers did not help me feel that I belonged in school.

_____ 17. Teachers and counselors did not help me get started when I entered a new school.

_____ 18. My classes were short and switched so often I never had a chance to meet anyone and get to know them well.

_____ 19. Discipline and punishment rules were unfair to me.

_____ 20. Different teachers had different rules, which confused me.

_____ 21. Minority students were made to feel like they did not belong.

_____ 22. I needed a minority teacher/counselor to really understand my problems.

_____ 23. My parents did not help me to do well.

_____ 24. When I got help from a service outside of school it conflicted with my school schedule. I couldn't keep up all my classes and work on my problems at the same time.

_____ 25. My teachers did things that helped boys more than girls or girls more than boys.

_____ 26. Only a certain number of students were allowed to participate in clubs, sports, and other extra-curricular activities. I was never good enough.

_____ 27. I could not afford to pay fees for books, tools, and materials.

_____ 28. Counselors did not try to help me.

_____ 29. I needed more individual help to learn.

_____ 30. My drug and/or alcohol problem was not recognized or treated.

_____ 31. The punishment used by teachers and principals was scary.

_____ 32. The rules for punishment were not explained well and understood.

_____ 33. I missed school because I knew I could miss a certain number of days before anyone would do anything.

_____ 34. Suspension from school was a relief, so I did things to get suspended.

_____ 35. I was not accepted into school until my records were sent from another school and I missed too much work.

_____ 36. Physical education was embarrassing because of showering.

_____ 37. I could not afford the proper clothes for physical education.

_____ 38. Physical education activities were mostly things that I could not do well.

_____ 39. Most of my teachers did not care whether I did well.

_____ 40. I did not understand why I had to go to special education classes.

_____ 41. Although I tried to do the work, my grades were always low.

_____ 42. I did not take some courses because I had to take other courses to get in.

_____ 43. I could not keep up with homework assignments.

_____ 44. Reports were sent to my parents/guardians without me knowing about them.

_____ 45. Caring for my child was more important than going to school.

Feel free to add any additional ideas that you have about what caused you to not do well in school or to drop out.

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SECTION VII

ACTIVITIES/SERVICES FOR STUDENTS NEEDING ADDITIONAL ASSISTANCE

Activities/Services for Students Needing Additional Assistance

This planning format is based on the Iowa standard for at-risk student services. The standard emphasizes nine major components to be addressed by local education agencies. The components include: identification of students, supplemental instruction for students, in-school support services, all school personnel involvement and inservice for all staff, parent involvement, monitoring system, counseling services, community services coordination, and compliance with non-discrimination. The format breaks out these nine components and asks the local practitioner to list existing activities in their school that relate to the nine components. Activities can be classified by level (elementary, junior high, senior high) under each of the nine components to build a picture of what is happening and what may need to be strengthened to improve services. The process of completing the format is projected to assist local education agencies to identify needs that can be used to develop three to five year plans for the improvement of services.

| Activity | School District Address/Phone Contact Person | PROVISION OF SUPPORT SERVICES | | |

SECTION VIII

STUDENTS AT-RISK:

PLANNING WORKSHEET FOR EDUCATORS

STUDENTS AT-RISK
PLANNING WORKSHEET FOR EDUCATORS

Dr. Raymond E. Morley
Department of Education, 1990

Serving students at-risk is a complex problem requiring multiple strategies. This worksheet was developed to serve as a tool to analyze existing services and to project needed services. Over time any one district may address all categories or select categories of service which best meet student needs and match local resources. The worksheet was meant to be revised and modified to accommodate new information and strategies or to best meet the needs of planners in local districts. Hopefully, the instrument will help to chart a multi-dimensional district-wide program for serving at-risk students at different levels.

A functional definition of at-risk students is provided here and does not emphasize the unique characteristics of each label we have attached to children. Instead, it gives a working definition of "at-risk" which in itself is a label which we might best use for funding and evaluation purposes only. We might better use "students with potential" and other positive labels when working in programs at the local level which involve students and parents.

> "At-Risk Student" - Any identified student who is at risk of not: meeting the goals of the educational program established by the district, completing a high school education, or becoming a productive worker. These students may include, but are not limited to: dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minorities, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma and those with language barriers, gender barriers and disabilities.

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Early Intervention-Preschool	Disadvantaged (low income, AFDC), Limited English Proficient, culture barriers, disabled				
Monitoring System	Low achievers, tardy, little or no extra curricular activity, low income, language barrier, few friends, culture difference				
Transition Programs	Elementary to junior high, junior high to senior high, senior high to work or further education				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Consistent Discipline	All students in need of understanding behavior and consequences before occurrences (behavior problem students)				
Parent Programs for Helping Parents Help Their Children Learn	Disadvantaged, Limited English Proficient, minorities, cultural difference--Those parents who need help to help their children learn				
School-Wide Recognition of Academic, Personal/Social and Career Development Achievements	Students who make advancements in all or only one area and who need reinforcement for making progress				
Teacher or Computer-Based Tutorial Assistance	Students not succeeding in a given class or classes				
Pull-Out Remedial Programs	Students who are one or more years behind in academic achievement				
Reinforcement Incentives Program such as: If each teacher would reach out to one student, or if all teachers concentrated on providing more positive reinforcement statements to students, or if positive notes go home from school on a daily or weekly basis	All students who need 10 to 20 times more positive reinforcement to maintain motivation				
Small Classes/Ratios of 1/12 or Less	Students who need to learn English (LEP), students in need of remediation or extensive tutoring, returning dropouts				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Shared Counseling By All Staff--Weekly group meetings, homeroom meetings and/or individual initiatives	Potential dropouts, language and cultural barriers, returning dropouts, behavior problem students, students in crises (pregnancy, delinquency, illness, etc.)				
Peer Counseling	Potential dropouts, language and cultural barriers, returning dropouts, behavior problem students, students in crises (pregnancy, delinquency, illness, etc.)				
Peer Tutoring	LEP, low academic achievers, students in crises (pregnancy, illness, delinquency, teacher personality clashes, etc.				
Positive Attendance Support Program (calls to parents quickly, home visit truants, telephone wake ups, home pick ups and transport to school, reentry assistance after prolonged absence)	Truant and tardy students, students returning to school after prolonged absences				
Longer School Days	Students needing tutorial or remedial assistance, or more time to accomplish work				
Evening School	Students needing to work and go to school, pregnant students, students needing additional assistance or repeating classes				
Weekend Classes	Students needing to work and go to school, pregnant students, students needing additional assistance or repeating classes				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Summer School	Students needing to repeat courses, make up work to do, illness or other prolonged absence, tutorial assistance or added time to complete tasks				
Modified Class Schedules	Students who cannot handle a full load of classes, or students who need to establish some success before trying a full load				
Time-Out Counseling Center	Students in crises (fighting, teacher conflict, fear of intimidation, etc.) Students needing personal attention				
Truancy Center- An Alternative to Suspensions-Students complete coursework in segregated room until ready for regular class	Students who are chronic truants--tardy Students who would normally be suspended for varying reasons				
Modification of Teaching Techniques In All Classrooms--Evaluated by Principal--Documented by Teachers	Students not succeeding or receiving grade "D" or below, or unsatisfactory grades Limited English Proficient Disabled Cultural differences				
Schools of Choice--Alternative schools, performing arts schools, magnet schools, vocational schools, schools in neighboring districts, community colleges, traditional schools	Students who have special talents, interests or abilities. Students who need a change in environment--a second chance. Dropouts who will not return to regular high school. Potential dropouts. LEP who need to learn English. Students from different cultures or settlements (American Indian)				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Programs for Non-English Speaking--Immersion Programs	Students needing to learn English before getting involved in instruction programs				
Bilingual Classes	Students needing tutorial help in their native tongue to succeed in existing classes				
In-Class Remediation	Students with deficient skills necessary to succeed and understand subject matter				
Work Experience Programs	Students who need to work but want to succeed in school				
Work Exploration Programs	Students who need to establish post-school plans and/or goals. Students who need assistance in choosing their high school classes so that their education is meaningful and realistic				
Business and Industry Collaborative Programs	Students who desire work, have dropped out of school and need incentives to complete a high school education				
Multi-Agency Collaborative Programs involving Job Service, Mental Health, Human Services, Planned Parenthood, drug centers, vocational rehabilitation, YMCA, crisis pregnancy centers, community college, law enforcement, hospitals, etc.	Students who need help beyond the resources of the school and for whom services can make a difference in school success. Examples include delinquents, pregnant teenage mothers, drug abusers, abused children, unemployed youth, chronic health problems				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Child Care Centers	For pregnant teenagers and teenage fathers who need assistance in child care to complete their high school education				
Intramural Sports and Activities	For students who cannot succeed in competitive sports and who may have difficulty identifying activities to have fun and recreate				
Community Service Projects	Dropouts, potential dropouts, or students needing to identify meaning to their education, a way to apply their learning or means to get involved rather than remain isolated				
Contractual Learning or Independent Learning through correspondence courses offered through colleges or private schools	Students who can only take one or two courses at at time because of work, ability,child care, health, or choice				
Personalized Education Plans--A system of review and planning that communicates a caring atmosphere to students and encourages student involvement in determining their success and future	Students identified as at-risk of school failure or dropping out, or have dropped out and have returned				
Student Class Transfer--Students take same class under a different teacher	Students failing to succeed in classes with a given teacher				

Planning Worksheet

Service	Populations	Elemen.	Middle/ Jr. High	Sr. High	Needs
Career and Vocational Education	Students needing a high school program that leads them to a meaningful career or to post-school training in an applied vocation. Students who have a practical orientation to learning and need applied learning as part of their daily routine. Students who need to apply basic learning to master the content and understand its usability				
Drug Free School Program including units of instruction, support assistance, discipline procedures, involvement of all staff, and procedures for handling drug-related medical emergencies	Students involved with drugs Students not involved but wanting to help others Students who were involved and need continuous assistance and monitoring				
Tutorial Hot Line via Community Volunteers	Students needing assistance with homework--special projects--other				
Computerized, Remedial and Tutorial Center	Students needing to upgrade reading or math skills. Students needing assistance with homework				
Special Programs and Related Services for Disabled Populations	MD, LD, BD Physical impairment Visual impairment Multi-categorical Profoundly multiple handicapped Speech and language impairment				
Follow Up Evaluation	Students who drop out Students completing special programs or alternative schools				
District-Wide Needs Analysis by Building	Identification of students at-risk of failing or dropping out				

SECTION IX

SERVICES (PHASE III) FOR AT-RISK STUDENT POPULATIONS

PRESCHOOL - 12

Services for At-Risk Student Populations - Preschool-12

Iowa Standard
Definition of At-Risk
Proposed Phase III Activities 1987-1989

This publication was developed to assist individuals to identify and share ideas regarding services for At-Risk students. Proposed Phase III activities for the school years 1987-1989 have been documented from 58 districts that speifically mentioned At-Risk services in their Phase III applications. The activities were formatted to correspond to nine initiatives contained in the Iowa standard for at-risk students. Those initiatives include identification of students, supplemental instruction for students, all school personnel involvement, in-service for staff, parent involvement, monitoring system (behavior, social and academic), counseling services, community coordination, and compliance with non-discrimination legislation.

Many other districts besides those listed here may be addressing the needs of at-risk students through their Phase III activities, but specific documentation of exact activities was not possible given the information contained in applications at the Department of Education.

October 11, 1988

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Department of Education
Grimes State Office Building
Des Moines, Iowa 50319

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STATE STANDARD FOR AT-RISK STUDENTS

IOWA ADMINISTRATIVE CODE RULE 281--12.5(13)

12.5(13) PROVISIONS FOR AT-RISK STUDENTS. The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

DEFINITION OF AT-RISK STUDENT

Any identified student who is at risk of not meeting the goals of the educational program established by the district, not completing a high school education, or not becoming a productive worker. These students may include, but are not limited to, dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minority students, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

Services For [illegible]isk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Parent seminar - Quest Program substance abuse 4 evenings for 2 hours	Ackley-Geneva CSD Mr. Kirk Nelson 511 State Street Ackley, IA 50601 (515) 847-2611														X													
Audio-taped novels to assist low reading ability students - Used to supplement existing classes throughout school year						X																						
Observation of summer school programs for disabled students to plan and develop a local program											-	-	-															
K-6 Guidance Program review and update																				X								
Implement individual counseling program K-6 based on need using existing staff														X						X								
Audio taping of social studies book for use during school year					X																							
Curriculum review for Special Education K-12 to improve sequence & study & thinking skills					X	X	X																					

X: Indicates educational level of activity under one or more initiatives in the Iowa Standard for At-Risk
-: Indicates application information not clear enough to determine level
Levels: Elem - Elementary M/JHS - Middle/Junior High School HS - Senior High School

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/J HS	HS	Elem	M/J HS	HS	Elem	M/J HS	HS	Elem	M/J HS	HS	Elem	M/J HS	HS	Elem	M/J HS	HS	Elem	M/J HS	HS	Elem	M/J HS	HS	Elem	M/J HS	HS
Staff development for identification and prevention of suicide	Ackley-Geneva CSD (cont'd)	-	-	-				-	-	-	-	-	-															
Special teacher training in TESA (Teacher Expectations & Student Achievement) and Madeline Hunter Model to increase abilities of teachers to address the academic, social, and emotional needs of students	Allamakee CSD Dr. Joe Schmitz 1105 3rd Ave., N.W. Waukon, IA 52172 (319) 568-3409							X	X	X	X	X	X							X	X	X						
Review develop, and modify curriculum for special students					X	X	X																					
Provide teacher training in identification of ESL student needs and in curriculum writing to improve the oral language proficiency and comprehension ability of ESL students	Albia CSD John Thomas & Gloria Nollen 120 Benton Ave. East Albia, IA 52531 (515) 932-5165	X	X	X				X	X	X	X	X	X													X	X	X
Implement a multi-cultural recognition day involving students, parents, and community								X	X	X				X	X	X							X	X	X	X	X	X

Services For [illegible]isk Populations
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		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Develop a non-fiction literature unit in grades 3 and 4 to strengthen low achieving students' enthusiasm towards reading and increase their use non-fiction reading materials	Albia CSD (cont'd)				X																							
To identify students at-risk and provide extended educational programs including supplemental summer school, reading and math programs for students as needed		X	X	X	X	X	X	X	X	X	X	X	X				X	X	X									
Provide student-parent support groups as needed to support the disabled and other at-risk students and family members		X	X	X										X	X	X				X	X	X						
Develop a peer counseling program in grades 10-12 to work one-on-one with students at-risk through the Outreach & Big Brother, Big Sister programs		X	X	X															X	X	X							

Services For At-Risk Populations
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		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS			
Provide staff development programs on effective teaching and utilizing instructional specialists for training on mastery learning, outcome-based education, effective school research, Project Teach, Project Pride, Madeline Hunter, Assertive Discipline, Teaching Through Learning Channels, crisis intervention & other courses deemed appropriate	Adel-DeSoto CSD Tim Hoffman 801 S. 8th Street Adel, IA 50003 (515) 993-4283							X	X	X	X	X	X																		
Develop student skills in reading, writing, listening, speaking, and mathematics through tutoring/instruction outside the school day		X	X	X	X	X	X										X	X	X											
Provide summer school instruction to upgrade reading, writing, listening speaking and mathematics					X	X	X																							

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		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Develop a crisis intervention team to identify at-risk students & conduct staffings for any student and parent	Adel-DeSoto CSD (cont'd)	-	-	-				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Provide tutoring for at-risk students	Ankeny CSD Dr. Bob Hartzler P.O. Box 189 Ankeny, IA 50021 (515) 964-0307				-	-	-	-	-	-																		
Adapt curriculum and instructional methods to meet needs of at-risk students					-	-	-	-	-	-																		
Provide teacher training to identify and assist at-risk students and families		X	-	-	X	-	-	X	-	-							X	-	-									
Develop an early childhood program to supplement and enhance the pre-kindergarten through second grade existing program		X			X						X																	
Provide assistance to students being schooled in their homes		X	-	-	X	-	-																					
Develop learning centers to enhance individualized instruction					X	-	-																					

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

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		Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS
Improve the ability of teachers to monitor achievement of students by documenting evaluation techniques & learner outcomes for each grade & content area	Blakesburg CSD Chriss Duree Box 98 Blakesburg, IA 52536 (515) 938-2202							X	X	X	X	X	X				X	X	X									
Provide staff development for teachers to improve academic achievement of students via teacher effectiveness training; Teacher Expectations, & Student Achievement; & Performance Learning Systems courses such as teacher effectiveness, classroom handling (T.E.A.C H., P.R.I.D.E., I.D.E.A.S.), & Coaching Teachers to Higher Levels of Effectiveness								X	X	X	X	X	X														
Provide staff development for teachers to implement the Quest program to improve the personal/social develoopement of students & their ability to resist involvement with drugs						X						X									X						

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		Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS	Ele	M/JHS	HS
Provide tutorial & supplemental instruction support during school year & in summer for those not assisted through existing services	Blakesburg CSD (cont'd)				X	X	X	X	X	X																	
Provide staff development in Emergency Medical Response (E.M.R.) & Cardiopulmonary Resuscitation Training (CPR), to be able to help as a responder in a serious medical situation								X	X	X	X	X	X														
Identify & provide tutorial assistance for at-risk students other than during the traditional school day in areas of reading, math, science, English, & soc. studies	Britt CSD Dr. Ted Runyon 420 9th Avenue, S.W. Britt, IA 50423 (515) 843-3863	X	X	X	X	X	X	X	X	X																	
To develop a team intervention approach to identify at-risk students & recommend needed services	Cardinal CSD Marion DeVore R.R. #1, Box 275 Eldon, IA 52554 (515) 652-7531	X	X	X				X	X	X						X	X	X									
Provide remedial and tutorial assistance for students after the regular school day, on weekends or during the summer					X	X	X																				

Services For At-Risk Populations
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		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Provide staff training in identifying at-risk students & establish a referral committee to direct programming	Carroll CSD Dale Proctor 1026 N. Adams Carroll, IA 51401 (712) 792-5540	X	X	X				X	X	X	X	X	X														
Provide Geselle training for all preschool, kindergarten and 1st grade teachers								X			X																
Establish in-year tutoring & summer school to increase academic performance and improve social skills					X	X	X																				
Provide discussion time for teacher/student interaction on problems																											
Develop summer school programming for at-risk students	Cedar Falls CSD Floyd G. Winter 1002 W. 1st Street Cedar Falls, IA 50613 (319) 277-8800				-	-	-																				
Develop peer involvement as a support service for at-risk students																				-	-	-					
Develop early identification system for students needing personal & academic needs		-	-	-																-	-	-					-

Services For [illegible]isk Populations
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		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS			
Provide staff in-service on child abuse; parent education; identifying & meeting academics; physical & emotional needs; & better utilization of community agencies								-	-	-	-	-	-										-	-	-						
Provide summer school opportunities for K-12 students to improve academic performance	Cedar Valley CSD David Jensen R.R. 1 Farnhamville, IA 50538 (515) 544-3226				X	X	X	X	X	X																					
Provide project recharge - a 7th & 8th grade summer school for math and English for students who were not successful the previous year	Central CSD Robert Buckner 400 1st St., N.W. Elkader, IA 52043 (319) 245-1751					X																									
Provide remedial & tutorial instruction in grades K-12 outside the normal school day for reading, math, social science, physical education, & science via summer school, earlybird, afterschool or weekend classes	Central Lee CSD Marjorie Wilhelm & Dennis Moore Donnellson, IA 52625 (319) 835-950 or (319) 838-2757				X	X	X																								
Provide peer helpers for K-5 students during school year					X																										

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

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		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Provide individualized fitness program for students who score below 50 percentile in fitness tests, physically injured students who need indivjdual programs, students who have failed physical education, or experienced schedule conflicts. Held during school year & in summer	Central Lee CSD (cont'd)				X	X	X																				
Provide staff development in intervention training for substance abuse								X	X	X	X	X	X														
Develop a peer counseling group at the senior high school										X			X									X					
Provide staff development to upgrade skills in assisting students via T.E.S.A., Outcomes Based Education, Glasser workshops on Control Theory, peer helper & Quest training	Central Dallas CSD Bob Woodward Box 186 Minburn, IA 50167 (515) 677-2223							X	X	X	X	X	X														

Services For [illegible] Risk Populations
Proposed Phase III Activities by District (1987-89)

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		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Develop an intervention/ prevention team on substance abuse and use	Central Dallas CSD (cont'd)				X	X	X	X	X	X																		
Provide remedial tutorial assistance via before and after school tutoring, summer school & Saturday school programs					X	X		X	X																			
Provide staff development for teachers in working with drug dependent students, students with suicidal tendencies, developing a remedial center, and other workshops where skills can be identified prior to the provision of training	Central Lyon CSD Mel Wishman 1105 Story Street Rock Rapids, IA 51246 (712) 472-4041							X	X	X	X	X	X															
Provide remedial reading and math summer school clases for students falling in the lower 25% of their class					X	X																						
Development and implementation of a summer school	Clarke CSD Dave Thomas 800 N. Jackson Osceola, IA 50213 (515) 342-4969				X	X																						

Services For At-Risk Populations
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		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS
Staff development to increase teacher effectiveness in working with students who find learning difficult or who require instruction outside the classroom--with special emphasis on reading, writing and math	Clarke CSD (cont'd)							X	X	X	X	X	X																
Develop a summer school program to enable students who failed a class to earn credit to pass the course	Chariton CSD James Fields 410 S. 7th Street Chariton, IA 50049 (515) 774-5967				X	X	X																						
K-12 tutoring program - before or after school hours and mutually agreed upon by students and parents					X	X	X							X	X	X													
Teacher objectives in a performance-based pay plan to increase student attendance.								X	X	X																			
Decrease student dropouts, including revised student discipline policies which relate to suspension and expulsion, violent behavior, pregnancy, etc.			X	X		X	X											X	X									

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Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Develop and implement a character education program, K-7, targeting student behavior and performance	Chariton CSD (cont'd)				X	X														X	X						
Staff development to improve teacher effectiveness in dealing with behavior, Quest training, intervention training								X	X	X	X	X	X														
Committee at elementary level to help teachers resolve alternative techniques to assist students to succeed	Colfax-Mingo CSD Larry Kruckenberg 20 W. Broadway St. Colfax, IA 50054 (515) 674-3465				X	X	X	X	X	X																	
Individual home learning packets at preschool level for parents of disabled learners and assistance for parents to implement suggested techniques and activities					X									X													
Tutorial services for students before or after regular school days or on weekends					X	X	X	X	X	X				X													
Three weeks summer school program for remediation and enrichment					X	X	X																				
Counseling for elementary students outside the regular school														X						X							

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students (E / M/J / H)	Supplemental Instruction for Students (E / M/J / H)	All School Personnel Involvement (E / M/J / H)	In-Service for Staff (E / M/J / H)	Parent Involvement (E / M/J / H)	Monitoring System (Beh. Soc. Acad. Career) (E / M/J / H)	Counseling Services (E / M/J / H)	Community Coordination (E / M/J / H)	Compliance with Non-Discrimination (E / M/J / H)
Staff development on teaching practices related to effective teaching and alternative practices--T.E.A.C.H.; P.R.I.D.E., Teaching Through Learning Channels and I.D.E.A.S.	Colfax-Mingo (cont'd)			X X X	X X X					
Substance abuse awareness and prevention program for grades K-12					X X X			X X X		
Implement a summer school program to assist students with reading comprehension, phonics, vocabulary and math	Colo CSD Keith V. Tadlock 919 West Street Colo, IA 50056 (515) 377-2282		X X X							
Establish an intervention team to develop a district-wide plan for at-risk students				X X X						
Staff development in T.E.S.A. to increase teacher ability to respond to all students				X X X	X X X					
Provide a remedial summer school program and school year tutoring programs in reading, writing, speaking and listening. School year programs are offered Saturdays	Coon Rapids-Bayard CSD Dr. Marvin Judkins P.O. Box 297 Coon Rapids, IA 50058 (712) 684-2207									

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Staff development in T.E.S.A. (Teacher Effectiveness and Student Achievement) and G.E.S.A. (Gender/Ethnic Expectations and Student Achievement)	Creston CSD Gene Lust 619 N. Maple Street Creston, IA 50801 (515) 782-2129							X	X	X	X	X	X													X	X	X
Summer school, remedial instruction in reading, math and language					X	X	X																					
Thinking and study skills training					X	X	X																					
Transition program for kindergarten and sixth-grade students					X	X														X	X							
Curriculum development in health and social problems. Preventive guidance program. Drug abuse and substance abuse. Community-based curriculum for moderate and severe mentally retarded					X	X	X	X	X	X										X	X	X						
Student assistance team to identify student needs, faculty needs and oversee delivery of support services	Davis County CSD Dr. Dan Roe 102 S. High Street Bloomfield, IA 52537 (515) 664-2200	X	X	X				X	X	X							X	X	X									

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Support groups in high school (Students Against Drunk Driving) and students needing and wanting to change behavior via small group interaction	Davis County CSD (cont'd)						X			X												X		X			
Staff development in Positive Impact Model (P.I.M.), (T.E.S.A.) and "Art and the Special Child"								X	X	X	X	X	X														
Take Home Learning Centers to improve reading, writing, listening and speaking skills. Target at Chapter 1 students					X									X													
Quest skills for adolescence program involving parents via four specially designed evening seminars for parents and students						X									X						X						
Published student writings of Chapter 1 students that will be disseminated to parents														X													

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Extended library time for students needing study time and assistance in term papers, speeches, reports, microcomputer use, leisure reading, etc., after school hours two days a week with organized transportation home for rural students	Davis County CSD (cont'd)							X	X	X																X	X	X
District-wide committee on community involvement composed of headers from appropriate agencies and groups	Davenport CSD Peter Flynn 1001 Harrison St. Davenport, IA 52803 (319) 323-9951																						X	X	X			
Parent information program to help parents identify how to support school														X	X	X												
School goal-directed performance-based pay directed at decreasing the percentage of students below the 25th percentile on achievement tests								X	X	X																		
Targeted program to decrease minority dropouts from high schools				X						X																		

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Affirmative action task force and training program to upgrade minority staff members interested in promotional appointments	Davenport CSD (cont'd)							X	X	X																X	X	X
Tutorial and remedial instruction after school hours for students having difficulty in achieving in the intended curriculum	Decorah CSD Richard Valley 210 Vernon Street Decorah, IA 52101 (319) 382-3643					X	X		X	X																		
Provide staff development in T.E.S.A., Madeline Hunter, SIM (School Improvement Model) and other specialized training	Eddyville CSD Fred Spano Eddyville, IA 52553 (515) 969-4281							X	X	X	X	X	X															
Tutorial hotline					X	X	X	X	X	X																		
Parent training for tutoring														X	X	X												
Extended library hours before and after school for student work						X	X																					
Student stress curriculum					X	X	X													X	X	X						
Preschool screening		X																										
Summer school for remediation					X	X	X	X	X	X																		

Services For [illegible]isk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																											
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS
Evening assistance program	Edgewood-Colesburg CSD Mike Putz				X	X	X	X	X	X																		
Staff development to improve classroom climate	403 West Union Edgewood, IA 52042 (319) 928-6412							X	X	X	X	X	X															
Staff development in learning styles, individual differences, assertive discipline, positive teacher/student relationships	Emmetsburg CSD Emmetsburg Middle School Dean Newlon 10th & Palmer Emmetsburg, IA 50536 (712) 852-2892							X	X	X	X	X	X															
Staff development on intervention techniques and strategies to help at-risk students such as cooperative learning, McRel, T.E.S.A., Madeline Hunter and mastery learning	Fort Madison CSD David Benson 1930 Avenue M Fort Madison, IA 52627 (319) 372-7252							X	X	X	X	X	X															
Summer school					X	X	X																					
Parent involvement at senior high level to help improve impact of instruction																X												
Preschool screening for at-risk students		X																										

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																											
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Evening assistance program	Garnavillo CSD Alice Bachman P.O. Box 17 Garnavillo, IA 52049 (319) 964-2321				X	X	X	X	X	X																		
Summer remedial assist program					X	X	X	X	X	X																		
Parent seminars to teach skills enhancing their ability to help their children learn														X	X					X	X						
Remedial summer school program	Gilbert CSD Douglas Williams 103 Mathews Drive Gilbert, IA 50105 (515) 232-3740				X	X	X	X	X	X																		
Staff development in T.E.S.A.	HLV CSD William A. Lynch P.O. Box B Victor, IA 52347 (319) 647-2161							X	X	X	X	X	X															
Summer school for K-8 students needing added assistance-communications and math					X	X																						
Self-discipline improvement	Harlan CSD Orville Frazier 2102 Durant St. Harlan, IA 51537 (712) 755-2152				X			X						X			X			X								
Helping parents help their children understand math						X			X						X													
Resource room vocabulary project							X			X																		
Student awareness discussion and action group									X	X					X	X					X	X			X	X		

Services For [illegible] Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																											
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Tutoring special class with integration students in drivers education summer program	Harlan CSD (cont'd)						X			X																		
Expansion of library hours to include one evening and one early morning opening							X																					
Tutoring program for math students before, during and after school in the evenings							X			X																		
Individual tutoring program in English and language arts 9-12							X			X																		
Staff development in effective teaching styles (mastery teaching, T.E.S.A.) and student/teacher/parent relationships	Jefferson CSD Dianne Blackmer Madison & Elm Jefferson, IA 50131 (515) 386-2988							X	X	X	X	X	X															
Remedial summer school					X	X	X	X	X	X																		
Before, during and after school tutoring					X	X	X	X	X	X																		
Inservice for parents to help them become active participants in their children's education														X	X	X												
After school experiences for students whose parents are not home					X	X	X													X	X	X	X	X	X			

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS	Elem	M/JHS	HS
Individual and small group counseling for interpersonal and academic success	Johnston CSD Dee Engstrom P.O. Box 10 Johnston, IA 50131 (515) 278-0476								X	X											X	X					
Staff development on serving at-risk students 7-12 •									X	X		X	X														
Summer school options in language arts, reading and math						X	X	X	X																		
Tutorial assistance in middle school science, social studies and math						X			X																		
Provide staff development to teachers on crisis management, in-school assistance to students, ongoing monitoring of student progress and communication with counselors in charge of students residing in nearby youth center	Lincoln-Central CSD John W. Graham 200 6th Street Gruver, IA 51344 (712) 362-5141							X	X	X	X	X	X	(residential counselors)			X	X	X	X	X	X	X	X	X		
Identify at-risk students, provide support and referral, assist parents in developing problem-solving skills and in understanding adolescence	Mediapolis CSD Steve Waterman 725 Northfield St. Mediapolis, IA 52637 (319) 394-3101	-	-	-	-	-	-							-	-	-											

Services For [illegible]isk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																														
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS	Elem	M/JH	HS
Offer staff development for teachers in identification of and intervention with at-risk students. Create "resident experts" on various healthful living topics to present to students and staff	Melcher-Dallas CSD Craig Okerberg Box C Melcher-Dallas, IA 50062 (515) 947-2321	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X												
Offer a four-week summer summer school K-6 in language and math	Moulton-Udell CSD Marilyn Koehler 305 E. 8th Moulton, IA 52572 (515) 642-3665				X																										
Organize a program for at-risk students. Promote self-concept and offer healthful alternatives to drug abuse	Nashua CSD Linda Johanningmeier 612 Greeley Nashua, IA 50658 (515) 435-4835	Develop an "At-Risk" program																													
Research successful at-risk programs, complete a needs assessment, identify the role of the intervention team and develop an at-risk program	Nevada CSD Kenneth Shaw 9th St. & I Avenue Nevada, IA 50201 (515) 382-2783	Develop an "At-Risk" program																													
At-Risk Committee will attend in-service meetings regarding psychology, identification, plan design, and monitoring of at-risk stu-	New Market CSD David Anctil Box 8 New Market, IA 51646 (712) 585-3222	Development of K-12 "At-Risk" plan																													

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS
dents. At-Risk Committee will conduct in-service, devise individual plans for students, and refer to school groups	New Market (cont'd)																										
Peer helper group will be expanded to 9th through 12th grade, emphasizing service, learning and enable student to be a peer helper in an elementary school							X			X													X				
Offer student-centered activities outside regular school day and school year: summer school, field trips, clubs, tutoring	Nora Springs-Rock Falls CSD Clark Dey 509 N. Iowa Nora Springs, IA 50458 (515) 749-5301				X	X	X	X	X	X																	
Offer summer school remedial programs K-8 in language arts and math	North Polk CSD William Cain 313 N.E. 141 Avenue Alleman, IA 50007 (515) 685-3014				X	X		X	X																	
Research and recommend K-12 program for at-risk students and provide after-school and summer instruction	Pella CSD Dr. Orville Dunkin E. 210 University St. Pella, IA 50219 (515) 628-1111	K-12 "At-Risk" programming			X	X	X																				

Services For [illegible]isk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES: Identification of Students (E / M/J / H)	Supplemental Instruction for Students (E / M/J / H)	All School Personnel Involvement (E / M/J / H)	In-Service for Staff (E / M/J / H)	Parent Involvement (E / M/J / H)	Monitoring System (Beh. Soc. Acad. Career) (E / M/J / H)	Counseling Services (E / M/J / H)	Community Coordination (E / M/J / H)	Compliance with Non-Discrimination (E / M/J / H)
Provide tutoring and field trips for at-risk students	Russell CSD Robert McCurdy 410 E. Smith P.O. Box 487 Russell, IA 50238 (515) 535-2404		- - -							
Conduct workshops for K-12 teachers on programming for at-risk students and develop peer helping strategies	Saydel Consolidated CSD Dr. Ken Jensen 5401 N.W. 2nd Avenue Des Moines, IA 50313 (515) 288-8557	K-12 "At-Risk" programming			X X X			X X X		
Develop a remedial summer school program in math and provide tutorial assistance outside of regular school hours	Sheffield-Chapin CSD Dick Heimer P.O. Box 617 Sheffield, IA 50475 (515) 892-4461	- - -								
District-level committee study programming, develop identification of students, and write an intervention program	Sigourney CSD Keith Sasseen 907 E. Pleasant Valley Sigourney, IA 52591 (515) 622-2010	To develop K-12 "At-Risk" program X X X								
Development of tutorial program, crisis team, enrichment program, and parenting support group. Inservice included for parenting support group	South Hamilton CSD Richard Textor 315 Division Street Box 100 Jewell, IA 50130 (515) 827-5479		X X X	X	X X X X X X X X X		X		X X X	

Services For At-Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																																				
		Identification of Students				Supplemental Instruction for Students				All School Personnel Involvement				In-Service for Staff				Parent Involvement				Monitoring System (Beh. Soc. Acad. Career)				Counseling Services				Community Coordination				Compliance with Non-Discrimination			
		Elem	M/J	HS		Elem	M/J	HS		Elem	M/J	HS		Elem	M/J	HS		Elem	M/J	HS		Elem	M/J	HS		Elem	M/J	HS		Elem	M/J	HS		Elem	M/J	HS	
Committee of five teachers, one counselor, and one administrator will develop at-risk program K-12 and recommend to board	South Winneshiek CSD Russell Loven P.O. Box 430 Calmar, IA 52132 (319) 562-3269	To develop K-12 "At-Risk" program																																				
Offer, teachers opportunity to develop individual or group incentive projects targeted to at-risk students. Projects may be supplemental or performance-based	Spencer CSD Glen Lohman 800 E. Third Street P.O. Box 7188 Spencer, IA 51301 (712) 262-8950					X	X	X		X	X	X		Individual or group incentive projects																								
Develop criteria, identify at-risk population, develop individual educational plan, and offer summer school program	Spirit Lake CSD Harold Overmann 2000 Hill Avenue Spirit Lake, IA 51360 (712) 336-2820	X	X	X		X	X	X		X	X	X																										
Teach in summer school those courses most frequently failed	Tri-County CSD Max Wolf Box 368 Thornburg, IA 50255 (515) 634-2636							X				X																										
Provide inservice to teachers regarding students with "special needs" and develop activity programs targeting at-risk students	West Branch CSD James Behle Box 637 West Branch, IA 52358 (319) 643-7213					X	X	X		X	X	X		X	X	X		(supplemental activity programs)																				

Services For [illegible] Risk Populations
Proposed Phase III Activities by District (1987-89)

Proposed Activity	School District Address/Phone Contact Person	PROVISION OF SUPPORT SERVICES																														
		Identification of Students			Supplemental Instruction for Students			All School Personnel Involvement			In-Service for Staff			Parent Involvement			Monitoring System (Beh. Soc. Acad. Career)			Counseling Services			Community Coordination			Compliance with Non-Discrimination		
		Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS	Elem	M/J	HS
Identify special needs of students in the cognitive, affective, and physical domains and catalog resources and use of resources	Waverly-Shell Rock CSD Sally Thorson 215 Third St.,N.W. Waverly, IA 50677 (319) 352-3630	X	X	X																			X	X	X			
Multi-disciplinary summer guidance program for social development and self-esteem of at-risk students; follow-up during school year 1989-90	Waukee CSD Clair Eason 900 E. Road Waukee, IA 50263 (515) 987-4988	-	-	-	-	-	-							-	-	-				-	-	-						

SECTION X

AT-RISK POPULATIONS

SUMMARY OF FINANCIAL RESOURCES FOR PROGRAM DEVELOPMENT

AT-RISK POPULATIONS
SUMMARY OF FINANCIAL RESOURCES
FOR PROGRAM DEVELOPMENT

A Reference Guide for Educators and Community Service Providers

Compiled and Disseminated by:

Bureau of Federal School Improvement

Department of Education

Dr. Raymond E. Morley, Consultant

Lori L. Runge, Secretary

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

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VOCATIONAL EDUCATION FOR DISADVANTAGED AND HANDICAPPED

DEPARTMENT OF EDUCATION CONSULTANT

Richard Latch
Name

(515) 281-3866
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CARL PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990: D & H **Funds available: $9,970,488**	Provide support services to assist disadvantaged and handicapped youth and adults to participate in vocational education	Disadvantaged, economic, academic, limited English proficiency, handicapped, all disabilities	Education agencies (area schools and local education agencies) notified of allocation determined by formula Agencies submit application describing how money will be used No federal match required	Local education agencies, community colleges, or AEAs who have formed consortiums with LEAs	Notification of allocations – April Submit Annual Application (CE-100) – May 31	Area-wide vocational assessment services, transition program for disabled and disadvantaged, joint cooperation projects pooling available dollars, mainstreaming students into ongoing state board approved vocational programs

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PROGRAMS FOR DROPOUTS
AND DROPOUT PREVENTION

DEPARTMENT OF EDUCATION CONSULTANT

Dr. Raymond E. Morley – Bureau of Federal School Improvement Programs (515) 281-3966
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
Chapter 61, School Rules of Iowa Schools, Programs and Support Services for Dropouts and Dropout Prevention	Increased allowable growth for developing or improving programs for dropouts and potential dropouts and At-Risk children in grades K-3	Dropouts, potential dropouts, and At-Risk children in grades K-3	Submit application to Department of Education. Applicants are assisted to revise applications to meet guidelines. Department of Education submits approved applications to budget review committee.	All local education agencies and agencies or organizations working with LEAs on a cooperative basis	November 1 is deadline for applications March is approval for following fiscal or school year implementation	Area-wide delivery programs Comprehensive programs including academics, personal/social development, career/vocational development Comprehensive plan of support services for students K-14 that encourages student success

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PROGRAMS FOR DROPOUTS
AND DROPOUT PREVENTION

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
Chapter 66 School-Based Youth Service Programs On A Four Year Funding Basis **FUNDING AVAILABLE: $800,000**	School Rules of Iowa provide youth service education programs—Centers located in or near schools to increase the potential of service agencies to deliver services coordinated with education	In-school middle and high school aged children who need assistance to succeed including teen parents, pregnant teens, unemployed and unemployable teens, teens with suicidal tendencies and other mental health problems Substance users and abusers, chronic health problem teens, abused and homeless children, minority students, those with sudden negative changes in school performance due to trauma and those with language barriers and disabilities Dropouts	School districts submit proposals in response to a request for proposals (RFP) Proposals must be submitted in cooperation with other service providers including at minimum mental health services, job training and employment, and health services Two hundred thousand dollars grant dollar limit for each program Grant and program commitments for a four year period Required twenty percent (20%) local contributions in cash or in-kind	School districts in cooperation with other service providers Multiple school districts in a joint agreement cooperating with other service providers Management of a program may be by the school district or a nonprofit service organization	Notification of allocations in August preceding the year of implementation Proposals submitted by January Approvals made by April or May for the following school year Approvals made for a four year duration; therefore, funds may not be available each fiscal year	Districts or areas with high rates of at-risk children Increased ability of service providers to deliver services Improved coordination between schools and other service providers Improved utilization of economic resources to improve the employment and productivity of students leaving school

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State of Iowa
DEPARTMENT OF PUBLIC HEALTH
Division of Substance Abuse
Grimes State Office Building
Des Moines, Iowa 50319-0075

DEPARTMENT OF PUBLIC HEALTH DIVISION DIRECTOR

Janet Zwick
Name

(515) 281-3641
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
VARIOUS STATE AND FEDERAL SOURCES OF FUNDS – VARIES YEARLY **FUNDS AVAILABLE: $17,841,630**	Comprehensive treatment facilities Comprehensive Prevention High-risk youth projects (Federal Drug Free School and Communities Act, 1986) Community-parent activities	Alcohol and drug abusers Specific populations per legislation (DFS & C) Preventive community systems	Varies depending on source of funds — an application is required	Open — depends on source of funds Service agencies of all types are generally involved Newsletter available	Applications are reviewed and approved in the Spring of the year Publication of guidelines in newsletter which can be made available	Innovative prevention programs High risk youth projects Community-parent activities Comprehensive treatment and prevention programs
DARE **FUNDS AVAILABLE $110,157**	Drug Abuse Resistance Education (DARE) Programs	School/community liaisons	Varies depending on source of funds – an application is required	Schools – depending on funds	Applications are reviewed and approved in the Summer of the year	Specifically used for DARE activities

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Division of Substance Abuse
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Des Moines, Iowa 50319-0075

DIVISION OF SUBSTANCE ABUSE

Janet Zwick (515) 281-4417
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
FEDERAL DRUG-FREE SCHOOLS AND COMMUNITIES ACT, 1986 • DEPARTMENT OF EDUCATION **FUNDS AVAILABLE: $468,164**	Initiate prevention programs for target group	High-risk youth under the age of 21 who are at risk of becoming or have been drug or alcohol abusers and who have experienced school failure; examples: Dropouts, Pregnant Teenagers, Economically Distressed Persons	Must submit an application to the Iowa Department of Public Health Division of Substance Abuse	Any community non-profit organization capable of administering grants	Applications during February of next year	Prevention program for high risk youth

State of Iowa
DEPARTMENT OF ECONOMIC DEVELOPMENT
200 East Grand Avenue
Des Moines, Iowa 50309

DEPARTMENT OF ECONOMIC DEVELOPMENT CONSULTANT

Duane Leitch
Name

(515) 242-4787
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
STATE FUNDS **FUNDS AVAILABLE: $1,100,000**	Summer youth employment In-School Program Young Adult	All youth ages 15-18 Economically Disadvantaged and Disabled Youth Unemployed adults ages 18-24	Varies depending on program - all programs require an application All funds must be matched 65/35	City Government, County Government, School Districts, Community Colleges, and Non-Profit Agencies capable of administering grants	Approval times vary — February and March are months during which most programs are approved	Summer youth employment must be conservation related

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COMMUNITY BASED ORGANIZATIONS
VOCATIONAL EDUCATION SERVICES FOR SEVERELY ECONOMICALLY AND EDUCATIONAL DISADVANTAGED

DEPARTMENT OF EDUCATION CONSULTANTS

Myril Harrison & Lee Crawford (515) 281-3590 & (515) 281-8353
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
JOB TRAINING PARTNERSHIP ACT (JTPA) STATE EDUCATION COORDINATION GRANT 8% FUNDS (Section 123) **FUNDS AVAILABLE: $1,000,000**	Facilitate coordination and linkages of education and training services for eligible JTPA participants through cooperative agreements; Provide: a) literacy training to youth and adults, b) drop-out prevention and re-enrollment services to youth, c) statewide school-to-work transition programs	At-risk populations to include: Handicapped, Homeless, Teenage parents, Substance abusers, Welfare recipients, Minorities, Immigrants, Dropouts, Potential dropouts, and Offenders	Request for Proposals for "Other Training" and "Community-Based Organizations"	LEAs, AEAs, merged area schools, community-based organizations, JTPA administrative entities, judicial districts, and county operated detention centers	RFP's for "Other Training" and "Community Based Organizations" are due in April and May	Cooperative planning between education agencies, JTPA Administrative Entities, and community-based organizations Corrections programming
CARL PERKINS VOCATIONAL EDUCATION TITLE IIIA CBO-COMMUNITY BASED ORGANIZATIONS JTPA 8% SEE JTPA COLLABORATION MYRIL HARRISON	Joint planning between community based organizations, education agencies, and JTPA to provide special vocational education services and activities	Severely economically disadvantaged ages 16-21 with varied social and/or ethnic backgrounds. Handicapped individuals who are educationally disadvantaged	Respond to RFP Carl Perkins 100% reimbursable. No match required JTPA matching funds required	LEAs, AEAs, and merged area schools working in cooperation with community-based organizations and JTPA	RFP distribution in March Proposals due in April	Support services such as counseling and vocational assessment, outreach programs, prevocational and career intern programs, transitional services for gaining employment, model programs for dropouts

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Career and Vocational Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

VOCATIONAL EQUITY

DEPARTMENT OF EDUCATION CONSULTANT

Mary Wiberg (515) 281-8584
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CARL PERKINS VOCATIONAL EDUCATION ACT OF 1990, TITLE II, PART A, SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN RESERVE **FUNDS AVAILABLE: $764,514**	To provide special services and programs for single parents, displaced homemakers, and single pregnant women	Single parents, displaced homemakers, single pregnant women, and single pregnant and parenting teens	Request for Proposal Childcare and transportation are eligible expenditures	Local education agencies Community colleges Community-based organizations with proven effectiveness at serving single parents and homemakers may apply through a local education agency	Proposals due February	To provide special services and programs for single parents, displaced homemakers, and single pregnant women
CARL PERKINS VOCATIONAL EDUCATION ACT, TITLE II, PART A SEX EQUITY RESERVE **FUNDS AVAILABLE: $314,802**	To provide instructional programs and support services which encourage nontraditional vocational education	Individuals interested in non-traditional occupations, with an emphasis on girls and women aged 14-24	Request for Proposal Childcare and transportation are eligible expenditures	Local education agencies Community college Community-based organizations with proven effectiveness may apply through a local education agency	Proposals due February	To provide instructional programs and support services which encourage nontraditional vocational education

State of Iowa
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Bureau of Career and Vocational Education
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VOCATIONAL EQUITY

DEPARTMENT OF EDUCATION CONSULTANT

Mary Wiberg (515) 281-8584
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
DEPARTMENT OF HUMAN SERVICES WELFARE PROGRAM, PROMISE/JOBS	To provide support services and education to enable welfare recipients to move off the welfare roles	Welfare recipients, with emphasis on those under age 24, including teen parents	By the individual through DHS; while participation may be voluntary, some recipients are mandated to participate, including custodial teen parents Teen parents who have not completed high school are required to participate in educational activities; Child care and transportation costs will be paid by DHS; Schools should encourage teen parents to access these benefits	Local education agencies, colleges, and universities (Community-based organizations may apply through a local education agency)	On-going	To provide support services and education to enable welfare recipients to move off the welfare roles

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Area Schools
Grimes State Office Building
Des Moines, Iowa 50319-0146

ADULT PROGRAMS
DEPARTMENT OF EDUCATION CONSULTANTS

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Name Phone Number

Beverly Gillette _____ (515) 281-3615
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
ADULT BASIC EDUCATION ACT AS AMENDED PUBLIC LAW 98-511	Enable all adults to acquire the basic literacy skills necessary to function in society Enable adults who so desire to continue their education to at least the completion of secondary school To make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens	Individuals 16 years of age and older who have not completed secondary school, and who have officially been dropped from the secondary school system and those with less than the basic literacy skills to function in society	Annual Application	Area college	Applications due January	Enable all adults to acquire the basic literacy skills necessary to function in society Enable adults who so desire to continue their education to at least the completion of secondary school To make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Instruction and Curriculum
Grimes State Office Building
Des Moines, Iowa 50319-0146

SUBSTANCE EDUCATION PROGRAM
DEPARTMENT OF EDUCATION CONSULTANT

David Wright
Name

(515) 281-3021
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
U.S. DEPARTMENT OF EDUCATION "DRUG FREE SCHOOLS AND COMMUNITIES ACT OF 1986" **FUNDS AVAILABLE: $3,696,685**	Development and expansion of prevention and intervention programs Comprehensive school programs Community and school collaborations	Students in grades K-12 Parents of students School personnel	Annual application by public school districts or consortia of districts Per student entitlement basis for funding	Public school districts or consortia of districts	All districts receive funding application in April or May Applications reviewed and approved in June Payments in July	Effective school prevention and intervention programs Community and school collaborations

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of School Administration and Accreditation
Grimes State Office Building
Des Moines, Iowa 50319-0146

PHASE III OF THE EDUCATIONAL EXCELLENCE PROGRAM
DEPARTMENT OF EDUCATION CONSULTANTS

Dwight Carlson – Bureau Chief Name	(515) 281-5811 Phone Number
Sherie Surbaugh – Consultant Name	(515) 281-5069 Phone Number
Edie Eckles – Consultant Name	(515) 281-5332 Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
PHASE III OF THE EDUCATIONAL EXCELLENCE PROGRAM, CHAPTER 294A **FUNDS AVAILABLE: $36,000,000**	To enhance the quality, effectiveness, and performance of Iowa's teachers by promoting teacher excellence	"Teachers" employed under a continuing contract	Annual application due to the Department of Education; Assurance page signed by representative of teacher's association, board president and superintendent	Teachers in school districts and AEAs	Applications due March 15	Meeting identified district/AEA needs through supplemental pay plans; performance based pay plans; and/or comprehensive school transformation plans

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of School Administration and Accreditation
Grimes State Office Building
Des Moines, Iowa 50319-0146

SUPPLEMENTARY WEIGHTED PROGRAM
DEPARTMENT OF EDUCATION BUREAU CHIEF

Richard Boyer
Name

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
SUPPLEMENTARY WEIGHTED PROGRAM	To enhance the quality and quantity of students in classes taught by a jointly employed teacher	Resident pupils attending class in another school district or area school Resident pupils attending classes taught by jointly employed teacher Resident pupils attending classes taught by teacher employed by another district	Students to be included in the official enrollment count in September	School Districts	Submit enrollment by the third Friday in September	

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Instruction and Curriculum
Grimes State Office Building
Des Moines, Iowa 50319-0146

AT-RISK FUNDING SOURCES
DEPARTMENT OF EDUCATION CONSULTANTS

Susan Andersen (515) 281-4747
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CHILD DEVELOPMENT COORDINATING COUNCIL GRANTS	Provide grant monies to provide comprehensive services to at-risk 3-and 4-year olds based on Head Start model; define at-risk; establish minimum guidelines for at-risk three and four year olds; develop an inventory of child development services; make recommendations to the DE and General Assembly regarding appropriate curriculum and staff qualifications and training encourage establishment of regional councils; make recommendations to the Governor and General Assembly regarding state investment in child development services	At-risk 3- and 4-year olds	Letter of Intent Request for Proposal	Local education agencies, community action agencies, licensed preschool and day care centers, and AEA consortium	Letter of Intent (not binding or required) - January Proposals due March Notification of allocations - April	Prekindergarten prevention program High risk students Comprehensive child development services including health, medical, dental, nutrition, education, and human services Parent activities Community involvement Staff development and training Program evaluation

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Instruction and Curriculum
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AT-RISK FUNDING SOURCES
DEPARTMENT OF EDUCATION CONSULTANTS

Susan Andersen (515) 281-4747
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CHILD DEVELOPMENT COORDINATING COUNCIL	Provide grant monies for at-risk 3-, 4-, and 5-year-old children to develop programs which combine preschool and all-day, everyday kindergarten	At-Risk 3-, 4-, and 5-year-old children	Letter of Intent Request for Proposal	Local school districts	Letter of Intent (not binding or required) - December Proposals due March Notification of allocation - April	Public school Early childhood prevention program High percentage of at-risk students Comprehensive child development services Parent activities Community involvement Program evaluation
DEPARTMENT OF EDUCATION	Provide grant monies to school districts with a high percentage of at-risk which provide innovative in-school programming for at-risk children in grades kindergarten through 3; program should integrate at-risk, have limited class size and pupil-teacher ratio, include parental involvement, involve community agencies, provide guidance counseling services, use teachers with early childhood endorsement, and contain an evaluation component measuring student outcomes	At-risk children in grades kindergarten through grade 3	Letter of Intent Request for Proposal	Local school buildings with a high percentage of at-risk students	Letter of Intent (not binding or required) - December Proposals due February Notification of allocations - April	Innovative early elementary prevention programs High percentage of risk students Staff development and training Community involvement Parent activities Counseling services Evaluation component

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Special Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

AT-RISK FUNDING SOURCES

DEPARTMENT OF EDUCATION CONSULTANT

Ms. Joan Clary
Name

(515) 281-5614
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CHILD DEVELOPMENT COORDINATING COUNCIL	Provide grant monies for educational support services to parents of at-risk birth to 3-year-old children	Parents of at-risk young children	Letter of Intent Request for Proposal	AEAs, LEAs, and non-profit agencies	Letter of Intent (not binding or required) — January Proposals due March Notification of allocation of — May	Provide grant monies for educational support services to parents of at-risk birth to 3-year-old children

State of Iowa
DEPARTMENT OF EDUCATION
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AT-RISK FUNDING SOURCES
DEPARTMENT OF EDUCATION CONSULTANT

Linda Gleissner
Name

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Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
FEDERAL P.L. 99-457 PART H — HANDICAPPED INFANTS AND TODDLERS/IOWA INTERAGENCY COORDINATING COUNCIL FOR SPECIAL NEEDS INFANTS AND TODDLERS AND THEIR FAMILIES This is not a competitive grant process	To establish a comprehensive (interagency) service system for infants and toddlers with special needs To create a new state plan that provides continuous services from birth to all special needs infants and toddlers To provide services at no cost except where federal or state law provides for a system of payments by families	Special needs infants and toddlers birth through two years of age and their families	DE receives funding through annual grant application; funds are allocated by the Department and the Iowa Interagency Coordinating Council to agencies and service providers for technical assistance, public awareness and the planning, piloting and implementation of collaborative efforts on behalf of families	Private and public non-profit agencies or groups with demonstrated experience in working with special needs infants and toddlers and their families		To establish interagency collaboration between the Department of Education, Department of Health and Social Services Development of a continuous family centered system throughout the State that allows for ease of access to services for families of special needs—infants and toddlers throughout the State Special needs—infants, toddlers, and their 0-2 and their families Expand upon the existing service system already in place in Iowa State wide public awareness Development of IFSP which will specify family strength-needs, expected outcomes, and who is to be responsible Explore systems of State wide data collection that would be appropriate Development of a State side central directory system Phase in all AEA's to become CRIB sites

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DEPARTMENT OF EDUCATION
Bureau of Federal School Improvement
Grimes State Office Building
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FEDERAL, STATE, & LOCAL PARTNERSHIP (CHAPTER II) FOR EDUCATIONAL IMPROVEMENT

DEPARTMENT OF EDUCATION CONSULTANT

Max Morrison
Name

(515) 281-5274
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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
HAWKINS-STAFFORD ACT P.L. 100-297 AMENDING ECIA 1981 CHAPTER II AS AMENDED 4-88 **FUNDS AVAILABLE: $4,000,000**	Implement promising educational practices, educational improvement, library and instructional materials and computer literacy Meet needs of at-risk and high cost students Expand effective school programs	Kindergarten-12	Annual application	All local education agencies	November 1	Acquisition of instructional and educational materials Personal Excellence of students Meet needs of at-risk students Innovative programs to carry out schoolwide improvements including programs Programs of training and professional development

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319-0146

CHAPTER 1 ECIA

DEPARTMENT OF EDUCATION BUREAU CHIEF

Dr. Oliver T. Hinkley (515) 281-3999
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
U.S. DEPARTMENT OF EDUCATION— ELEMENTARY AND SECONDARY SCHOOL IMPROVEMENT AMENDMENTS OF 1988 — P.L. 100-567 **FUNDS AVAILABLE: $43,582,815**	Provide financial assistance to local education agencies to meet the special educational needs of educationally deprived children in school attendance areas with high concentrations of children from low income families; also to include migratory and neglected or delinquent children	Preschool through age 20 Students in need of remedial education services in local education agencies and neglected or delinquent institutions	Annual Application	Local education agencies and Neglected/Delinquent Institutions	Notification of allocations to local education agencies and Neglected/Delinquent Institutions usually in April	None — based upon local education agency needs assessment

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Instruction and Curriculum
Grimes State Office Building
Des Moines, Iowa 50319-0146

SUPPLEMENTARY WEIGHTED PROGRAMS FOR NON-ENGLISH SPEAKING STUDENTS (STATE)

EMERGENCY IMMIGRANT EDUCATION PROGRAM (FEDERAL)

DEPARTMENT OF EDUCATION CONSULTANT

Dan Chavez
Name

(515) 281-3805
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
SUPPLEMENTARY WEIGHTED PROGRAMS FOR NON-SPEAKING STUDENTS (STATE)	For the establishment, operation and improvement of special language programs Funding is determined based on the number of LEP students identified by the district each September	Language minority students	Annual certification of head count by September	Limited English proficient students	September	For the establishment, operation, and improvement of special language programs
EMERGENCY IMMIGRANT EDUCATION PROGRAM (FEDERAL) Funding is determined based on the number of LEP (Emergency Immigrant Children) students identified by the district	Provisions supplementary educational services necessary to enable immigrant students to achieve a satisfactory level of performance	Immigrant students	Submit application to Department of Education; the Department submits to U.S. Department of Education	Immigrant students who were not born in any State and who have been attending schools in one or more States for less than three complete academic years Districts that enroll at least 500 immigrant students or have at least 3 percent of the total number of students enrolled in the district, whichever number is less	Selected school districts receive funding applications in April Applications reviewed and approved in June	Provides supplementary educational services necessary to enable immigrant students to achieve a satisfactory level of performance

State of Iowa
DEPARTMENT OF PUBLIC HEALTH
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Des Moines, Iowa 50319

DIVISION OF FAMILY AND COMMUNITY HEALTH

Dr. Ron Eckoll — Name — (515) 281-3931 Phone Number

Sally Wierda — Name — (515) 281-3836 Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
FEDERAL FUNDS **FUNDS AVAILABLE: Percent of State Block Grants**	Teen health clinics to increase services to adolescents Adolescent primary health care clinical services	High risk you age 10-21	RFP to child health centers: for joint applications with schools 1-800-383-3826	Schools sub-contracting with child health agencies	Spring	Coordination Enhancement of disease and disability prevention, health promotion and health protection through individualized personal direct service to adolescents age 10-21 years
CHILD HEALTH STATE AND FEDERAL FUNDS	To provide preventative health services to children including medical, nursing, nutrition and dental care	Children birth — 21 years	RFP to child health agencies 1-800-383-3826	Low income children and families	Spring	To serve low income families and provide well child care
MATERNAL HEALTH STATE AND FEDERAL FUNDS	To provide pregnancy related assessment, diagnostic, monitoring, teaching direct services	Adolescent and young women	RFP to maternal health programs 1-800-383-3826	Low income women	Spring	Reducing low birth weight, reduce infant mortality, increase health and well being of mother and family

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State of Iowa
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DIVISION OF FAMILY AND COMMUNITY HEALTH

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SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
WIC WOMEN, INFANT AND CHILD NUTRITION PROGRAM — FEDERAL FUNDS	To provide nutrition assessment, education and a supplemental food package to eligible recipients	Pregnant or breast feeding women; infants and children to age 5	RFP to WIC agencies 1-800-532-1579	Pregnant or breast feeding women, infants, and children	Spring	To serve income eligible women, infants, and children
FAMILY PLANNING FEDERAL FUNDS	To provide family planning counseling and contraceptive methods; provide counseling to prevent spread of sexually transmitted diseases	Adolescents, women, and men	RFP to family planning agency 1-800-383-3826	Low income families and males	Spring	To serve all people who need family planning services

State of Iowa
DEPARTMENT OF PUBLIC HEALTH
Division of Substance Abuse and Health Promotion
Lucas State Office Building
Des Moines, Iowa 50319-0075

DEPARTMENT OF PUBLIC HEALTH DIVISION DIRECTOR

Dr. Ron Eckoff
Name

(515) 281-3931
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
FEDERAL FUNDS	Disease prevention and health promotion Coordination between agencies interested in health promotion	Individuals who can reduce health risks by changing life style habits	Varies depending on funds No matching requirement $500–$1,000 range for application Funds can be used for travel, supplies, consulting	Any community agency working in cooperation with another agency — capable of administering grants Local boards of health working through county health assessment process	Spring	Coordination between agencies Enhancement of health promotion within communities

State of Iowa
DEPARTMENT OF ECONOMIC DEVELOPMENT
Division of Work Force Development
200 East Grand Avenue
Des Moines, Iowa 50309

ADMINISTRATOR OF THE IOWA CORPS PROGRAM

Zuella Swartzendruber — Name
(515) 281-3897 — Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
STATE FUNDING **FUNDS AVAILABLE: $109,380**	To provide tuition credit at Iowa post-secondary institutions for secondary students who are residents of the State of Iowa and who perform approved volunteer projects of 100 hours duration	Iowa high school students, including any students enrolled in high school completion programs; GED, ABE, Alternative schools, etc.	Annual application available from high school counsellors, other youth leaders or the Department of Economic Development at 200 E Grand in Des Moines (515) 242-4783	Any Iowa resident who is enrolled in 8th, 9th, 10th, 11th, or 12th grade on April 1 of each year. This includes students who are in other high school completion programs, such as GED, ABE or other Alternative Education schools	Annual application deadline is April 1 Applications must be postmarked or FAX dated April 1 or earlier of each year Project completion is the following fiscal year - July 1 through June 30 There are exceptions to the completion schedule for seniors	Volunteer projects that assist low income, handicapped, or unemployed persons Encourage volunteerism Discourage dropouts Encourage post-secondary job training skills Encourage Iowa youth to attend Iowa post-secondary institutions

State of Iowa
DEPARTMENT OF ECONOMIC DEVELOPMENT
200 East Grand Avenue
Des Moines, Iowa 50309

ECONOMIC DEVELOPMENT CONSULTANT

JTPA — TITLE IIB
SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM

John Bergman
Name

(515) 242-4777
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
JOB TRAINING PARTNERSHIP ACT FEDERAL FUNDS	To establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment	Welfare Recipients High School Dropouts Older Workers 55 Years Plus	Through 16 service delivery areas	Economically disadvantaged individuals 16 years plus	Ongoing	Welfare recipients Homeless services Coordination At-Risk youth Youth offenders Literacy deficient New sources of funding Drug awareness
JOB TRAINING PARTNERSHIP ACT FEDERAL FUNDS	To establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment	Welfare Recipients High School Dropouts	Through 16 service delivery areas	Economically disadvantaged individuals 14-21 years old	Ongoing	Welfare recipients Homeless services Coordination At-Risk youth Youth offenders Literacy deficient New sources of funding Drug awareness

State of Iowa
DEPARTMENT OF ECONOMIC DEVELOPMENT
200 East Grand Avenue
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WORK FORCE INVESTMENT PROGRAM

John Baumen
Name

(515) 242-4777
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
STATE GENERAL FUND	To enable more Iowans to enter or re-enter the work force by focusing on groups within the population that have historically faced barriers to employment and which have been more difficult to serve with traditional job training programs	Displaced homemakers Dropouts Ethnic minorities Handicapped Homeless Immigrants Reading below 7th grade Offenders Potential dropouts Substance abusers Teen parents/Pregnant teenagers	Request for proposal process	Any entity with PIC/LEO approval prior to submittal	July 1, 1991 to June 30, 1992	Increasing Iowa's pool of available labor by providing training and support service to special hard-to-serve populations

State of Iowa
DEPARTMENT OF ECONOMIC DEVELOPMENT
200 East Grand Avenue
Des Moines, Iowa 50319

WORK FORCE INVESTMENT PROGRAM

Glenn Costes (515) 242-4776
Name Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
WORK FORCE INVESTMENT PROGRAM (WFIP) STATE GENERAL FUND	This program was designed to enable more Iowans to enter or reenter the work force by focusing on groups within the population that have historically faced barriers to employment and which have been more difficult to serve with traditional job training programs	Displaced homemaker, dropouts, ethnic minorities, handicapped individuals, homeless individuals, immigrants, individuals with reading skills below 7th grade level, offenders, older workers, potential dropouts, substance abusers, teen parents and pregnant teenagers	Request for proposal	Applications submitted through the Private Industry Councils and Local Elected Officials prior to submittal Must have previous experience in operating employment and training programs and one of the following conditions: a) power to levy taxes in political subdivision of the state and spend funds to meet liabilities arising under the WFIP b) an agreement with an entity with powers stated in (a) c) completed a recent audit and financial statement which includes current balance sheet showing assets exceeding liabilities by an amount equal to 25% of requested grant d) purchase from non-WFIP funds, audit exception insurance covering 25% of requested grant	RFP released in spring for projects beginning July 1	Any of the target groups A portion must be spent on displaced homemakers

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State of Iowa
DEPARTMENT OF HUMAN SERVICES - DACFS
Adolescent Pregnancy Unit
Hoover State Office Building, 5th Floor
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ADOLESCENT PREGNANCY PREVENTION AND
SERVICES TO PREGNANT AND PARENTING ADOLESCENTS

Jo Laberg
Name

(515) 281-4207
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
100% STATE ALLOCATED FUNDS	Development and implementation of innovative projects to help prevent adolescent pregnancies and to provide services to pregnant and parenting adolescents	Persons under 18 years of age or a person over 18 years of age who is attending an accredited high school or pursuing a course of study which will lead to a high school diploma or its equivalent	Applications for competitive requests for proposals are available each year around May 1	Public school corporations, maternal and child health centers, adolescent services providers, projects involving a State Juvenile Institution, and nonprofit organizations involved in adolescent issues	State fiscal year - July 1 to June 30	Local participation and networking, replicability, programs which incorporate family planning and pregnancy prevention services as the major component of the program Projects for children placed at a State Juvenile Institution Programs which include counseling to a mixed gender group of adolescents

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Technical and Vocational Education
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DEPRESSED AREA HOME ECONOMICS GRANTS

DEPARTMENT OF EDUCATION CONSULTANT

Mary Petersen
Name

(515) 281-4705
Phone Number

SOURCE	PURPOSE	TARGET GROUP	APPLICATION PROCEDURES	ELIGIBLE RECIPIENTS	TIMELINES	STATE PRIORITIES
CARL D. PERKINS-VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990-TITLE III, PART B, CONSUMER AND HOMEMAKING EDUCATION	Update, improve and develop consumer and homemaking program designed to improve the quality of family life in economically depressed areas	Economically depressed areas and/or areas with high rates of unemployment	Request for proposals	Consumer and homemaking programs at secondary/post-secondary in ERA area	Yearly competitive process if funds are available	Assist at-risk families Strengthening parenting skills Assist aged and individuals with handicaps

SECTION XI

ALTERNATIVE SCHOOLS, PROGRAMS, AND SUPPORT SERVICES FOR DROPOUTS AND DROPOUT PREVENTION IN IOWA ACCORDING TO SCHOOL DISTRICT

Alternative Schools
Programs and Support Services
for
Dropouts and Dropout Prevention
in Iowa

Supported Under Increased Allowable Growth
Iowa Code Chapter 61

September, 1991

Dr. Raymond E. Morley
Department of Education
Grimes State Office Bldg.
Des Moines, Iowa 50319-0146

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Ackley-Geneva Middle/High School
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Max Grossnickle
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- **Don Carlson**
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  515-232-8440

- **Leland Himan**
  Willson-Beardsher Sch/Project Success
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Harold Blatt
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  Ankeny, IA 50021
  515-965-9630

- Parkview Jr High School/Learning Ctr.
  109 N.W. Pleasant St.
  Ankeny, IA 50021
  515-965-9640

Kirk Nelson
Aplington CSD
215 10th Street
Aplington, IA 50604
319-347-2394

Glenn Binfield
Atlantic CSD
1100 Linn St.
Atlantic, IA 50022
712-243-4252

Denise Sharp or Pat Nymand
Iowa Western Comm College-ABE/GED
906 Sunnyside Lane
Atlantic, IA 50022
712-243-5527

Neil Seales
Baxter CSD
202 East State St.
Baxter, IA 50028
515-227-3102

Howard Dorman
Belmond CSD
411 10th Ave. N.E.
Belmond, IA 50421
515-444-3939

- Belmond Senior High School
  411 10th Ave. N.E.
  Belmond, IA 50421
  515-444-3930

- Belmond Middle School
  611 4th St. N.E.
  Belmond, IA 50421
  515-444-3269

Tom Patterson
Bettendorf CSD
3311 Central Ave.
Bettendorf, IA 52722
319-359-3681

- Lincoln Center
  Project READY
  951 27th St.
  Bettendorf, IA 52722

- Bettendorf High School
  3333 18th Street
  Bettendorf, IA 52722
  319-332-7001

- **John Kimple**
  Bettendorf Middle School
  2030 Middle Road
  Bettendorf, IA 52722

- **Shelley Klaas**
  Elementary Students K-5
  Bettendorf, IA 52722

Sunny Powers
DMACC Diploma Program-GED Classes
1125 Hancock Drive
Boone, IA 50036
515-432-7203

Joseph M. Pacha
Burlington CSD
1429 West Ave.
Burlington, IA 52601
319-753-6791

- **Ray Eilenstine**
  University High School
  1200 Market St.
  Burlington, IA 52601
  319-753-6747

James Pearson
Camanche CSD
702 13th Ave.
Camanche, IA 52730
319-259-8324

- Camanche High School
  937 9th Ave.
  Camanche, IA 52730
  319-259-8324

- Camanche Middle School
  1400 9th Ave.
  Camanche, IA 52730
  319-259-8329

Cindy Martinek
CAL CSD
P.O. Box 459
Latimer, IA 50452
515-579-6086

Elizabeth Brown
Carlisle CSD
Learning Center
430 School St.
Carlisle, IA 50047
515-989-0831

Dr. Robert L. Ziomek
Cedar Rapids CSD
346 Second Ave. S.W.
Cedar Rapids, IA 52404
319-398-2414

- **Jan Frieschkorn**
  Johnson Elementary School
  Family School
  355 18th St. S.E.
  Cedar Rapids, IA 52403
  319-398-2174

- **George Maybanks**
  Kirkwood Comm College
  Lincoln Learning Center
  912 16th Ave. S.W.
  Cedar Rapids, IA 52404
  319-366-0142

- **Janice McBurney**
  Kirkwood Alternative Program
  18th Ave. & 9th St. S.W.
  Cedar Rapids, IA 52404
  319-366-0142

- **Dr. Mary Wilcynski**
  Metro Secondary School
  1212 7th St. S.E.
  Cedar Rapids, IA 52401
  319-398-2193

- Franklin Middle School
  300 20th St. N.E.
  Cedar Rapids, IA 52402
  319-398-2452

- Harding Middle School
  4801 Golf St. N.E.
  Cedar Rapids, IA 52402
  319-398-2254

- Jefferson Senior High School
  1243 20th St. S.W.
  Cedar Rapids, 52404
  319-398-2435

- Kennedy Senior High School
  4545 Wenig Road N.E.
  Cedar Rapids, IA 52402
  319-398-2251

- McKinley Middle School
  620 10th St. S.E.
  Cedar Rapids, IA 52403
  319-398-2348

- Roosevelt Middle School
  300 13th St. N.W.
  Cedar Rapids, IA 52405
  319-398-2153

- Taft Middle School
  5200 E Ave. N.W.
  Cedar Rapids, IA 52405
  319-398-2243

- Washington Senior High School
  2205 Forest Drive S.E.
  Cedar Rapids, IA 52403
  319-398-2161

- Wilson Middle School
  2301 J St. S.W.
  Cedar Rapids, IA 52404
  319-398-2156

Delbert Gilbert
Central Clinton CSD
924 3rd Ave. East
DeWitt, IA 52742
319-659-5025

- Central Junior High School
  9th St. & 9th Ave.
  DeWitt, IA 52742
  319-659-5025

- Central High School
  924 3rd Ave.
  DeWitt, IA 52742
  319-659-5025

Lyle Sprout
Charles City CSD
500 North Grand Ave.
Charles City, IA 50616
515-228-1112

- Charles City High School
  Student Assistance Program
  Salsbury & Owen Drive
  Charles City, IA 50616
  515-228-1112

- Charles City Junior High School
  500 North Grand
  Charles City, IA 50616
  515-228-3255

Richard Grugin
Clinton CSD
Lincoln Alternative School
732 11th Ave. South
Clinton, IA 52732
319-242-4073

Leland S. Rankin
Colfax-Mingo CSD
20 West Broadway
Colfax, IA 50054
515-674-3646

- Colfax-Mingo High School
  204 North League Road
  Colfax, IA 50054
  515-674-4459

Jerry Hightshoe
College CSD
Within Our Reach
Prairie Jr/Sr High School
401 76th Ave. S.W.
Cedar Rapids, IA 52404
319-848-4121

Kevin Williams
Collins-Maxwell CSD
The Learning Center
Maxwell, IA 50161
515-387-1115

- Collins-Maxwell High School
  Maxwell, IA 50161
  515-387-1115

- Collins-Maxwell Jr. High School
  Collins, IA 50055
  515-385-2446

John B. Della Vedova
Columbus CSD
Columbus Jr./Sr. High School
R.R. 2, Box A
Columbus Junction, IA 52738
319-728-2231

Linda Shearer
Corning CSD
Corning Alternative Program (CAP)
904 8th St.
Corning, IA 50841
515-322-4229

Don Richardson
Corwith-Wesley CSD
P.O. Box 127
Corwith, IA 50430
515-583-2304

Warren K. Weber
Council Bluffs CSD
12 Scott St.
Council Bluffs, IA 51503
712-328-6415

- Thomas Jefferson High School
  2501 West Broadway
  Council Bluffs, IA 51501
  712-328-6493

- Abraham Lincoln High School
  1205 Bonham
  Council Bluffs, IA 51503
  712-328-6481

- Kirn Junior High School
  100 North Ave.
  Council Bluffs, IA 51503
  712-328-6454

- Wilson Junior High School
  715 North 21st St.
  Council Bluffs, IA 51501
  712-328-6476

- **Romola Fritz**
  Kanesville Alternative High School
  807 Ave. G
  Council Bluffs, IA 51503
  712-328-6510

Roger Hemesath
Creston Alternative School
107 North Maple
Creston, IA 50801
515-782-4375

Paul Johnson
Davenport CSD
Schools Within A School (SWS)
1001 Harrison St.
Davenport, IA 52803
319-323-9951

- **Mary Riepe**
  2001 Alternative Program
  1002 W. Kimberly Road
  Davenport, IA 52806
  319-386-5840

- **Pat McCoy**
  Teen Academic & Parenting Program
  Northwest Education Center
  2406 Marquette Street
  Davenport, IA 52807
  319-326-5072

- Easter Avenue Alternative School
  Vocational Center
  1002 W. Kimberly Road
  Davenport, IA 52806

- Central High School
  1120 Main
  Davenport, IA 52803
  319-323-9951

- North High School
  626 W. 53rd St.
  Davenport, IA 52806
  319-388-9881

- West High School
  3505 W. Locust
  Davenport, IA 52804
  319-386-5500

Dr. Barbara Prior, Executive Director
Des Moines CSD
Secondary Education
1800 Grand Ave.
Des Moines, IA 50307
515-242-7871

- **Vincent Lewis**
  Alternative High School North
  1801 16th St.
  Des Moines, IA 515-244-0448

- **Vincent Scavo**
  Alternative High School South
  1000 S.W. Porter Ave.
  Des Moines, IA 50315
  515-285-3323

- **Jerry Stilwell**
  East High School
  815 E. 13th St.
  Des Moines, IA 50316
  515-242-7788

- **Gerald Dockum**
  Hoover High School
  4800 Aurora Ave.
  Des Moines, IA 50310
  515-276-8581

- **Tom Drake**
  Lincoln High School
  2600 S.W. 9th St.
  Des Moines, IA 50315
  515-288-0255

- **Paul Devin**
  North High School
  501 Holcomb Ave.
  Des Moines, IA 50313
  515-288-9771

- **Gerald Conley**
  Roosevelt High School
  4419 Center Street
  Des Moines, IA 50312
  515-277-6381

- **Ron Sallade**
  New Horizons-Dropout/Outreach
  1800 Grand Ave.
  Des Moines, IA 50309
  515-242-7890

- **Sharon Castelda**
  Des Moines Plan
  1800 Grand Ave.
  Des Moines, IA 50309
  515-242-7659

- **Randy Gordon**
  School Within A School
  1800 Grand Ave.
  Des Moines, IA 50307
  515-242-7678

Barbara Schoenauer
Dubuque CSD
Student Assistance Program
2300 Chaney Road
Dubuque, IA 52001
319-588-5105

- **David Olson**
  Central Alternative School
  39 Bluff St.
  Dubuque, IA 52001
  319-588-8395

- Dubuque Senior High School
  DIPLOMA Program
  1800 Clarke Dr.
  Dubuque, IA 52001
  319-588-5200

- Jefferson Jr. High School
  DIPLOMA Program
  1105 Althauser Ave.
  Dubuque, IA 52001
  319-588-8360

- Washington Jr. High School
  DIPLOMA Program
  51 N. Grandview Ave.
  Dubuque, IA 52001
  319-588-8380

- Hempstead High School
  DIPLOMA Program
  3715 Pennsylvania Ave.
  Dubuque, IA 52001
  319-588-5160

Warren Amman
East Central CSD
East Central High School
439 Wilson St.
Miles, IA 52064
319-682-7510

- East Central Middle School
  Sabula, IA 52070
  319-687-2427

Nick Hobbs
English Valleys CSD
Box 490
North English, IA 52316
319-664-3632

- English Valleys High School
  West Broad St.
  Box 490
  North English, IA 52316
  319-664-3632

- Lutton Elementary School
  211 S. College St.
  North English, IA 52316
  319-664-3638

Phillip C. Johnson
Estherville CSD
301 North Sixth St.
Estherville, IA 51334
712-362-5177

- Estherville High School
  Student Assistance Program
  1520 Central Ave.
  Estherville, IA 51334
  712-362-2659

- Estherville Middle School
  401 North Sixth St.
  Estherville, IA 51334

Nancy Prohaska
Forest City CSD
810 West K St.
Forest City, IA 50436
515-582-2323

- Forest City High School
  206 West School St.
  Forest City, IA 50436
  515-582-2324

Dr. Robert Wills
Fort Dodge CSD
330 First Ave. North
Fort Dodge, IA 50501
515-576-1161

- **Jerry Einwalter**
  Gordon Willard Alternative Ed Center
  405 Fair Oaks Dr.
  Fort Dodge, IA 50501
  515-576-7305

Frank E. Allen
Fort Madison CSD
P.O. Box 1423
Fort Madison, IA 52627
319-372-7252

- Fort Madison Jr. High School
  18th & Ave. G
  Fort Madison, IA 52627
  319-372-4687

- Fort Madison High School
  20th & Ave. B
  Fort Madison, IA 52627
  319-372-1862

- Fort Madison Alternative School
  Creative Learning Center
  1733 Ave. I
  Fort Madison, IA 52627
  319-372-8093

Larry Dixon
Grinnell-Newburg CSD
927 Fourth Ave.
Grinnell, IA 50112
515-236-2720

- Grinnell Senior High School
  1333 Sunset Street
  Ginnell, IA 50112
  515-236-2720

- Grinnell Jr. High School
  The Learning Center
  East St. & Garfield Ave.
  Grinnell, IA 50112
  515-236-2750

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IA Western Comm College-ABE/GED
2712 12th, Box 88
Harlan, IA 51537
712-755-3568

David M. Staver
Humboldt CSD
Student Assistance Program
900 Sumner Ave.
Humboldt, IA 50548
515-332-1430

- Humboldt Senior High School
  Highway 169 South
  Humboldt, IA 50548
  515-332-1430

- Humboldt Jr. High School
  210 North Taft
  Humboldt, IA 50548
  515-332-2812

Michael Baethke
Indianola CSD
The Learning Center
1301 East Second Ave.
Indianola, IA 50125
515-961-0487

Ted Halm
Iowa City CSD
Community Education Center
Alternative High School
509 S. Dubuque St.
Iowa City, IA 52240
319-338-8643

Joel W. Ebert
Iowa Falls CSD
710 North St.
Box 670
Iowa Falls, IA 50126
515-648-2535

- Iowa Falls High School
  1903 Taylor
  Iowa Falls, IA 50126
  515-648-2509

- Iowa Falls Middle School
  1124 Union
  Iowa Falls, IA 50126
  515-648-2551

Roger Kokemuller
Keokuk CSD
727 Washington St.
Keokuk, IA 52632
319-524-2542

- Keokuk Senior High School
  2285 Middle Road
  Keokuk, IA 52632
  319-524-2542

- Keokuk Alternative School
  2001 Fulton Street
  Keokuk, IA 52632
  319-524-9181

James A. Casey
Linn-Mar CSD
Linn-Mar High School
3333 N. 10th St.
Marion, IA 52302
319-377-7373 Ext. 220

David Marshall
Lisbon CSD
Lisbon High School
235 W. School St.
Lisbon, IA 52253
319-455-2106

- Kirkwood Alternative High School
  301 East Broadway
  Stanwood, IA 52337

- Kirkwood Alternative High School
  6301 Kirkwood Blvd. S.W.
  Cedar Rapids, IA 52406

Johnnie D. Simmons
Lu Verne CSD
P.O. Box 69
Lu Verne, IA 50560
515-882-3357

Debbra Carson
Maquoketa CSD
607 W. Summit St.
Maquoketa, IA 52060
319-652-4984

- Maquoketa Alternative Classroom
  600 Washington
  Maquoketa, IA 52060
  319-652-2451 Ext. 39

Judy Foley
Marion Independent CSD
305 Second Ave.
Marion, IA 52302
319-377-4691

- Marion High School
  675 S. 15th St.
  Marion, IA 52302
  319-377-9891

- Vernon Middle School
  1302 5th Ave.
  Marion, IA 52302
  319-377-9401

Robert McCormack
Marshalltown CSD
317 Columbus Dr.
Marshalltown, IA 50158
515-752-4535

- **Ann Peglow**
  Caring Connection
  317 Columbus Dr.
  Marshalltown, IA 50158
  515-752-4535

- Marshalltown High School
  1602 S. Second Ave.
  Marshalltown, IA 50158
  515-752-4535

- Anson Middle School
  South Third Ave.
  Marshalltown, IA 50158
  515-752-3641

- Miller Middle School
  South Eleventh St.
  Marshalltown, IA 50158
  515-752-3624

David Darnell
Mason City CSD
1515 S. Pennsylvania
Mason City, IA 50401
515-421-4401

- **David Ciccetti**
  Mason City Alternative School
  1700 Fourth S.E.
  Mason City, IA 50401
  515-421-4427

Valli Domsic
Mid-Prairie CSD
P.O. Box 150
Highway 22 East
Wellman, IA 52356
319-646-2093

- Mid-Prairie High School/West Campus
  Highway 22 East
  Wellman, IA 52356
  319-646-2093

- Mid-Prairie High School
  Highway 22 East
  Wellman, IA 52356
  319-646-6091

- Wellman Elementary
  800 6th Ave.
  Wellman, IA 52356
  319-646-2984

- Kalona Elementary
  702 6th St.
  Kalona, IA 52247
  319-656-2243

Jerry Davis
PCM CSD
PCM High School
Opportunity Center
Box 395
Monroe, IA 50170
515-259-2315

Keith Stamp
Monticello CSD
615 North Gill St.
Monticello, IA 52310
319-465-3575

- Monticello Middle/High School
  217 South Maple
  Monticello, IA 52310
  319-465-3575

Tom Lowe
Mount Pleasant CSD
Mount Pleasant High School
307 East Monroe
Mount Pleasant, IA 52641
319-385-9581

James Rhoads
Murray CSD
Box 187
Murray, IA 50174
515-447-2517

R. L. Casini
Muscatine CSD
1403 Park Ave.
Muscatine, IA 52761
319-263-6141 Ext. 121

- Muscatine High School
  2705 Cedar
  Muscatine, IA 52761
  319-263-6141

- **Ann Herman**
  Muscatine Community College
  152 Colorado St.
  Muscatine, IA 52761
  319-263-8250

- West Middle School
  600 Kindler Ave.
  Muscatine, IA 52761
  319-263-0411

- Central Middle School
  901 Cedar
  Muscatine, IA 52761
  319-263-7784

Gary Kirchhoff
Newton CSD
807 South Sixth Ave. West
Newton, IA 50208
515-792-5797

- B.C. Berg Junior High School
  Success Program
  1900 North 5th Ave. East
  Newton, IA 50208
  515-792-7741

- Newton Senior High School
  Success Program
  East Fourth St. South
  Newton, IA 50208
  515-792-5797

Gary Ratigan
North Scott CSD
251 E. Iowa St.
Eldridge, IA 52748
319-285-4891

- North Scott Senior High School
  502 South 1st St.
  Eldridge, IA 52748
  319-285-9631

- North Scott Junior High School
  502 South 5th St.
  Eldridge, IA 52748
  319-285-8272

- Project Ready
  951 27th St.
  Bettendorf, IA 52772
  319-359-9375

Robert Paul
Northeast CSD
One School Lane
Goose Lake, IA 52750
319-577-2249

- Northeast Jr./Sr. High School
  R.R. 1, Box 70
  Goose Lake, IA 52750
  319-577-2249

Harvey J. Hindley
Northeast Hamilton CSD
Box 200
Blairsburg, IA 50034
515-325-6202

Dennis Wulf
Norwalk CSD
1201 North Ave.
Norwalk, IA 50211
515-981-4201

- Norwalk High School
  1201 North Ave.
  Norwalk, IA 50211
  515-981-4201

- Norwalk Middle School
  1401 North Ave.
  Norwalk, IA 52011
  515-981-0435

Dean W. Meier
Osage CSD
Osage Jr./Sr. High School
7th & Sawyer Dr.
Osage, IA 50461
515-732-5381

Virgil Hudson
Oskaloosa CSD
Box 710
Oskaloosa, IA 52577
515-673-8345

- Oskaloosa High School
  North 3rd Extension
  Oskaloosa, IA 52577
  515-673-3407

- Oskaloosa Junior High School
  Success Program
  1704 North 3rd
  Oskaloosa, IA 52577
  515-673-8308

Omer Troyer
Pella CSD
E. 210 University St.
Pella, IA 50219
515-628-1111

- Pella High School
  E. 212 University
  Pella, IA 50219
  515-628-3870

- Pella Middle School
  Learning Center
  613 E. 13th
  Pella, IA 50219
  515-628-4784

Eugene Brady
Perry CSD
Perry High School
18th & Lucinda
Perry, IA 50220
515-465-2685

Peggy Guiter
Pleasantville CSD
Pleasantville High School
415 Jones
Pleasantville, IA 50225
515-848-5733

Debra Deters
Preston CSD
Preston Jr./Sr. High School
P.O. Box 10
Preston, IA 52069
319-689-6648

Martin Pennock
Red Oak CSD
408 Coolbaugh St.
Red Oak, IA 51566
712-623-4971/4972

- Red Oak High School
  RGCAS Program
  2011 North 8th St.
  Red Oak, IA 51566
  712-623-4971

Dale W. Henricks
Roland-Story CSD
Roland-Story High School
1009 Story St.
Story City, IA 50248
515-733-4301

- Roland-Story Middle School
  206 South Main St.
  Roland, IA 50236
  515-338-4348

Brent Prange
Saydel Consolidated CSD
Saydel High School
5601 N.E. 7th St.
Des Moines, IA 50313
515-262-9325

Susan Limbacher
Iowa Western Comm College-AVE/GED
1209 5th St.
Shenandoah, IA 51632
712-246-1499

James B. Austin
South Tama CSD
P.E.P. Program
1702 Harding St.
Tama, IA 52339
515-484-4811

- South Tama High School
  1715 Harding St.
  Tama, IA 52339
  515-484-4345

- South Tama Middle School
  201 South Green
  Toledo, IA 52342
  515-484-4121

Mark Wittmer
Spirit Lake CSD
1608 Ithaca
Spirit Lake, IA 51360
712-336-3707

- Spirit Lake Senior High School
  2700 Hill Ave.
  Spirit Lake, IA 51360
  712-336-3707

- Spirit Lake Middle School
  800 Twentieth St.
  Spirit Lake, IA 51360
  712-336-1370

Larry Parman
Storm Lake CSD
419 Lake Ave.
Storm Lake, IA 50588
712-732-1247

- Storm Lake High School
  621 Tornado Dr.
  Room E-8
  Storm Lake, IA 50588
  712-732-5535

Robert Andrusyk
Sumner CSD
Sumner Jr./Sr. High School
802 West 6th
Sumner, IA 50674
319-578-3425

Dewitt Jones
Urbandale CSD
7101 Airline Ave.
Urbandale, IA 50322
515-253-2322

- Urbandale Senior High School
  RECESS Program
  7111 Aurora Ave.
  Urbandale, IA 50322
  515-253-2322

Kirby Norman
Wapello CSD
445 North Cedar St.
Wapello, IA 52653
319-523-3641

- Wapello High School
  500 Buchanan St.
  Wapello, IA 52653
  319-523-3241

Robert H. Tyson
Waterloo CSD
1516 Washington St.
Waterloo, IA 50702
319-291-4842

- Expo High School
  927 Franklin
  Waterloo, IA 50703
  319-291-4842

Debra VanGorp
West Des Moines CSD
1101 Fifth St.
West Des Moines, IA 50265
515-226-2818

Steve Johns
Williamsburg CSD
810 Walnut
Williamsburg, IA 52361
319-668-1050

- Williamsburg High School
  810 West Walnut
  Williamsburg, IA 52361
  319-668-1050

- Williamsburg Grade School
  501 Highland St.
  Williamsburg, IA 52361
  319-668-1864

- Parnell Grade School
  Parnell, IA 52325
  319-668-2301

Mike Gates
Winterset CSD
302 West South St.
P.O. Box 30
Winterset, IA 50273
515-462-2718

- Winterset High School
  624 Husky Dr.
  Winterset, IA 50273
  515-462-3320

- Winterset Middle School
  110 West Washington
  Winterset, IA 50273
  515-462-3010

- Winterset Vocational Bldg.
  123 North Second St.
  Winterset, IA 50273

SECTION XII

MEDIA RESOURCES

Media Resources

"Children Having Children"

Preventing teen pregnancy and providing services to teen moms and their babies.

"Why Do These Kids Love School"

This film offers an intimate look at nine schools (Preschool-12) which represent growing trends in education; trends toward smaller units, personalized teaching, service to teachers, and shared responsibilities. You will see inside classrooms to witness the methods and positive results of innovative approaches which call on everyone to become partners. The impact of what you will see has resulted in improving test scores, student morale, and a capacity for self-directed learning.

The documentary begins with Peninsula, an independent school in California, where innovative ideas have been evolving since 1920. You will see the application of similar ideas and practices in eight public elementary and secondary schools in Colorado, Louisiana, New York, Minnesota, Mississippi, and Massachusetts.

"Movies of the Mind"

Nine video tapes emphasizing local teachers interacting with students to demonstrate school improvement initiatives.

The As-If-Action - Perceiving Students What We Want Them to Become

Parents as Partners

Conspiracy of Caring

Essential Learner Mind Sets - Convince Every Student

Restoring Rituals: Changing the Classroom Climate

Feeling Special/Acting Special

Embracing and Exploiting the Inevitable

Teacher as Learner: Virtue of Vulnerability

Analogical Teaching

"The Class of the Year 2001"

A 16 minute video tape projecting a class of 2nd graders to the year 2001 emphasizing national and state statistics on factors influencing students that may cause them to be unsuccessful in school. Coordination between schools and agencies emerges as a must for future planning.

"Renewed Service Delivery System: Success for All"

This 20 minute video presentation is the first video tape developed from over 18 hours of video footage which was recently taken in different parts of Iowa. This video program provides an overview of the improvements being considered for implementation as part of the renewed service delivery system. The renewed service delivery system is predicated on the implementation of improvements which have been behavioral needs. By viewing this tape, the viewer will be provided the opportunity to see a sample of classroom situations and listen to some of the individuals who have been involved or affected with the implementation of these improvements in the initial trial sites.

Comments from teachers, parents, support service personnel, administrators, and students themselves will bring to light the positive aspects of the improvements being tried, as well as steps being taken to address areas which could be of concern in the future if not attended to now.

"Shelter Boy"

This 15 minute video, nationally televised documentary produced by FOX Television, depicts an Omaha family forced to be homeless as a result of a tornado and loss of employment. The effects of homelessness on the children with regard to school experiences are emphasized.

"The Caring Connection"

This tape gives descriptions of five successful programs developed to meet the needs of at-risk students. Programs featured include: a preschool program at Taylor Elementary school in Cedar Rapids; an elementary identification system in Ankeny; a comprehensive preschool through a high school program at South Tama; a high school program coordinated with community agencies in Marshalltown; and Kanesville Alternative high school with post-secondary planning in Council Bluffs.

"Teen AIDS in Focus"

A 20 minute video on 3 teens who have AIDS and how they wish they would have taken steps to prevent it. A study guide is available with the tape.

"Parenting Strategies for Accessing Schools - The Three A's for Professionals and At-Risk families (Awareness, Access and Advocacy)"

Three parents who have been unable to understand and work with the school system learn strategies for assisting their children with homework, understanding report cards, building parent/teacher communication, and identifying their child's special needs.

"The Caring Connection: School-Based Youth Services Program"

A 27 minute video of the comprehensive services network established within Marshalltown linking schools and other community support services.

"Homeless Children in Iowa"

A 4 minute introduction to the problem of homelessness in Iowa.

"Reach for the Children"

A 27 minute video identifying six primary barriers to the education of homeless children in Iowa.

"How to Meet the Standards for Students At Risk"

A discussion of the at-risk standard by Dr. Raymond E. Morley emphasizing nine components for consideration at each level of education (Elementary, Junior High/Middle, Senior High). The video was originally recorded in Area Education Agency #3 during a presentation to districts via the teleconference network.

Available on loan from Bureau of Federal School Improvement, Department of Education (515-281-5313).